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ABSTRACT

Developed for K-3 teachers to send home with their students, this collection of learning activities and games is offered to help reinforce students' language arts and mathematics skills and to enhance parental involvement. Suggestions to the teacher include sending home only those pages containing activities for skills currently being studied and those for which each child needs reinforcement. The format for most of the activities includes skill, materials needed, procedure, variation, source, extension, and/or follow-up. Some of the skills developed by the 47 language arts activities are vocabulary, comprehension, locating words, spelling, punctuation, vowel sounds, consonant sounds, sight words, auditory perception, self-concept, motor skills, visual discrimination, memory, recognition of colors, left-to-right progression, and visual perception. Some of the skills developed by the 47 mathematics activities include recognition of numbers, sequence of numbers, counting objects, writing numerals, following directions, place value, adding, subtracting, problem solving, recognizing geometric shapes, money, time, and fractions. A sample evaluation form for parents, to be sent home with each activity page, is provided as is a resource list of reading and mathematics books, journals, activity kits, and games. (EM)

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PALS

PARENT ACTIVITIES FOR LEARNING BASIC SKILLS

South Carolina Department of Education, Charlie G. Williams, State Superintendent

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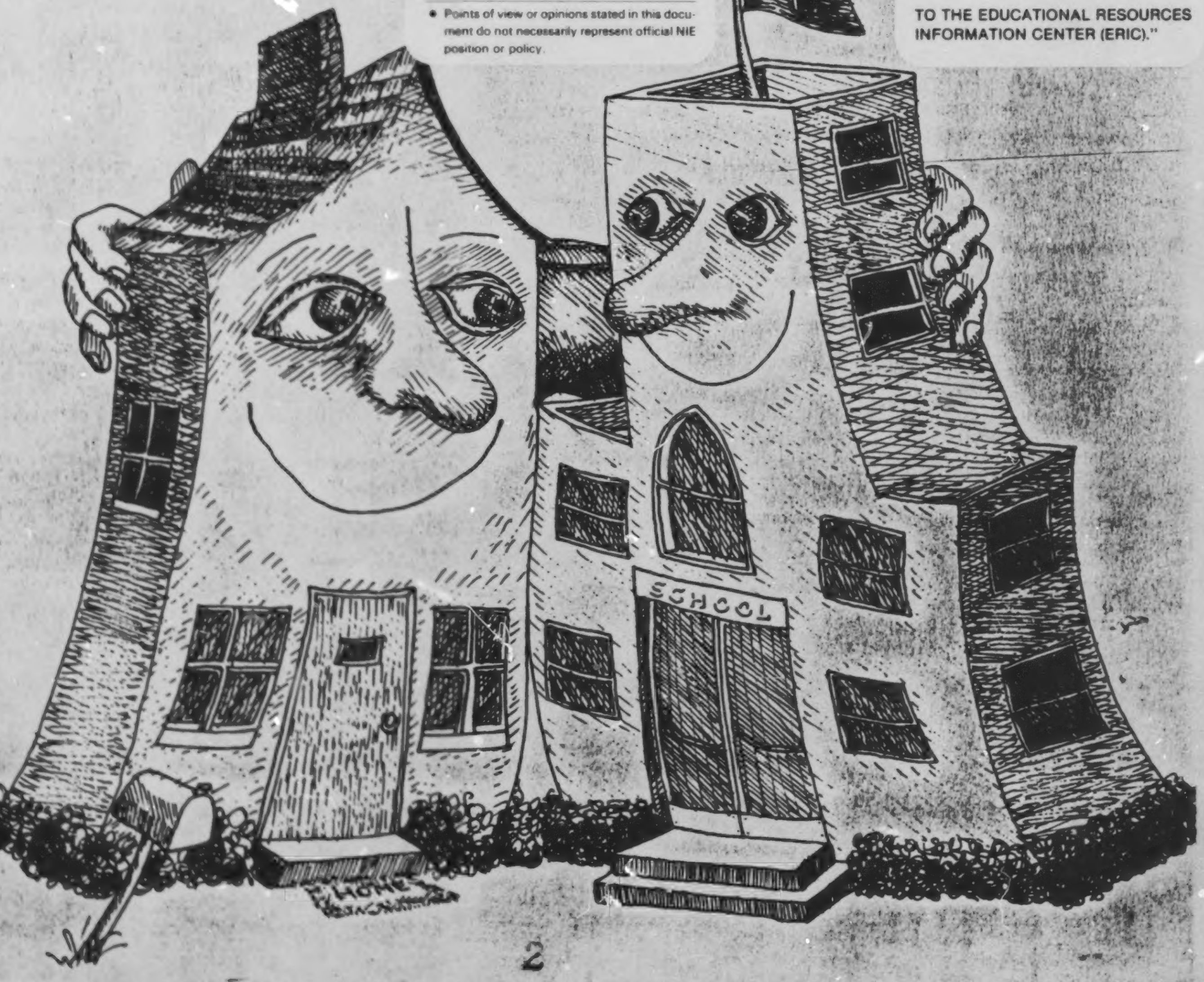

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PALS

Parent Activities for Learning Basic Skills

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PALS INTRODUCTION

Parents are their children's first and most important teachers. This collection of learning activities has been prepared to help parents reinforce learning in the basic skills of reading and mathematics for children in grades K-3. It is also intended to enhance the involvement of parents in the learning process of their children through positive home-school interaction.

The materials were piloted in six South Carolina school districts during the 1977-78 school year by parents of children in kindergarten and the primary grades. The materials were also evaluated by the parents; a sample of the evaluation appears in the appendix

No copyright materials have been included in this package, although some commercial materials were also field-tested by these parents. A list of these commercial materials is included in the appendix. Therefore, any pages may be duplicated to send home for parents to encourage their child's development of specific basic skills.

Since teachers are in the best position to know each of their student's individual needs, it is suggested that material sent to a child's home be individualized to meet that child's special needs. Rather than duplicating the entire package for all children in your class, we recommend that teachers copy only those pages containing activities for **skills currently being studied** and those for which each child needs reinforcement at home. This procedure should encourage parents to use a few appropriate materials at a time and to help them to recognize their child's progress or problems with any particular skill. We strongly urge that you include a copy of the evaluation sheet for parental reaction during the year. This "homework" will also assist both you and the parents in measuring the students' achievements and needs in parent-teacher conferences or pupil evaluation reports.

Parents and teachers who piloted these materials found them helpful, not only in reinforcing learning of the basic skills, but also in improving home-school communications and cooperation. We hope they will prove equally useful to you.

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ACKNOWLEDGMENTS

Many thanks to the teachers and parents who participated by taking steps toward bringing you these activities.

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LANGUAGE ARTS ACTIVITIES

Suggestions to the Teacher:

1. Read the introduction to this material (p. ii) to determine the purpose of this publication.
2. Determine those students who could profit from at-home reinforcement of content currently being studied.
3. Select an activity that relates to this content and make a copy for each student identified.
4. Make a copy of the evaluation form (p. 178) for each activity selected.
5. Send the activity and evaluation form home with the student along with an appropriate note to the parents suggesting a reasonable time for completing the activity and requesting that the evaluation form be returned.
6. Keep a file of evaluation forms to help determine the more successful activities.

Skill: Vocabulary

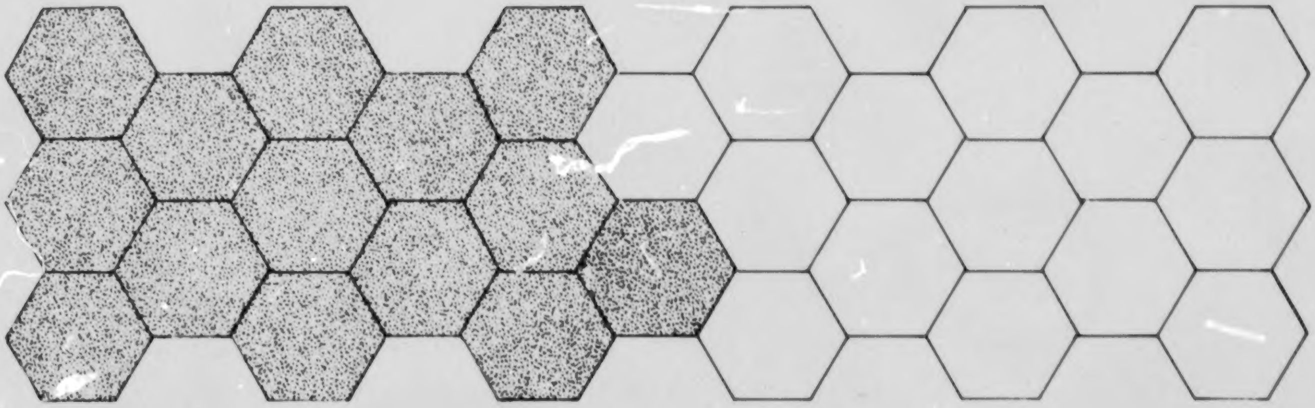
Materials: Checkerboard, markers

Procedure: Play a game of checkers following the usual rules for the game. But, in order to move to a square, the child must first say the word which appears on the square.

Variation: Instead of saying the word, have the child tell how many syllables are in the word.

Source: Teacher-made

cousin	■	answer	■	horse	■	middle	■
■	giant	■	thumb	■	behind	■	holiday
mirror	■	neighborhood	■	sister	■	teach	■
■	party	■	morning	■	heard	■	carrot
forget	■	winter	■	farmer	■	before	■
■	telephone	■	laugh	■	open	■	story
afraid	■	office	■	twenty	■	daughter	■
■	want	■	climb	■	coming	■	school



Skill: Detecting Mood and Feelings

Materials: Old magazines, glue, construction paper

Procedure:

1. Explain to your child that you are going to see if he can detect a mood or how a person feels from pictures.
2. Let him choose a feeling he would like to work with (happy, sad, scared, "just don't care," etc.) and discuss what this feeling is like.
3. Have him find pictures in old magazines that make him have this feeling. It can be a picture of a person looking like the mood or feeling he chose, a color that makes him feel this way, a scene that puts him in this mood, etc.
4. Have him glue these pictures on the construction paper making a collage of this feeling.

This activity can be followed up by writing the words that express this mood, and he can learn to read these words. Always use the words in sentences and not in isolation.

This same activity can be done after you read him a story, and he can make the collage from how the story made him feel.

Source: Teacher-made

Skill: Building Sentences and Comprehension

Materials: Paper, pencil

Procedure: Do you know what a "kernel sentence" is? Well . . . if you don't, it is simply a small sentence. Here are some examples.

John ate his dinner.

Who is here?

The man is tired.

Kathy went home.

The house was happy.

This kind of sentence can be pretty boring to listen to or to read. But there's some fun you can have with kernel sentences when you build them into longer sentences. It really isn't hard to do!! All you have to do is to ask yourself five questions about each sentence. These questions are: Who? What? When? Where? and Why? Let's do the first kernel sentence in the list, to show you how to build a sentence. The kernel sentence is . . .

John ate his dinner.

Now ask the first question: Who? Well . . . it's John! So that question is already answered. How about the second question: What? He ate his dinner. Yes . . . but "what kind of" dinner was it? (Sometimes you must ask "what kind of" along with the question, What?) From this question you might begin to build the sentence.

John ate his chicken dinner.

How about the question, When? Well, add on to the sentence!

John ate the chicken dinner before the football game began.

What was the next question? Oh yes . . . Where? Keep building the sentence!

John ate his chicken dinner in the bus before the football game began.

How about asking the question, Why?, and adding onto the sentence?

John ate his chicken dinner in the bus before the football game began because he didn't have time to eat before they left.

After asking only five questions, the sentence—John ate his dinner—has been built to read . . .

John ate his chicken dinner in the bus before the football game began because he didn't have time to eat before they left.

That makes quite a difference between the two sentences, doesn't it? Of course, you could have built the sentence so that it would have been completely different. Well . . . why don't you? Begin with the same kernel sentence and ask the same five questions, but this time see how different you can make it!

After you finish building the first sentence, do the others! See how funny you can make them!

Follow-up: Choose several sentences from a story you have just read in your reader. These sentences are probably not kernel sentences, but you can still build on to them. By asking the same questions, Who? What? Where? When? and Why? try to make them as long as you can. Sometimes you must ask the same question more than once!

Source: Teacher-made

Skill: Creative Writing

Procedure: Child should choose a story character from any story read in the reading class with whom they would like to spend an imaginary day. Write the story of their day together. Include when it would take place, what they would do, whom they would help, etc. Parent should give guidance with spelling and punctuation.

Source: Teacher-adapted

Skill: Story Composition

Materials: Paper, pencil

Procedure: Parent and child should decide together on a story topic.

The parent should dictate the story beginning (three or four sentences), and the child should complete the story.

Strive for at least three paragraphs in the story, stressing the need to begin a new paragraph with each new idea.

Source: Parent-made

Skill: Vocabulary Development: Synonyms

Materials: Activity sheet (duplicate the following)

Procedure: Identify each word in the box.

Talk about the meaning of each word.

sad
sheet
trip
small
leaped
big
thin
funny
pretty

Read each sentence below.

Ask the child to use a word from the box to replace the underlined word that has the same meaning.

Read the sentence and say the word from the box in place of the underlined word.

1. Do not fall over the rope.
2. Teresa jumped over the box.
3. She is a beautiful girl.
4. The puppy looked unhappy.
5. An ant is tiny.
6. Harry is skinny, and Sam is fat.
7. The elephant is large.
8. The movie was silly.

Extension: Think of other words that could be used in place of the underlined word, even if it changes the meaning.

Source: Teacher-adapted

Skill: Vocabulary Development: Multiple Meanings

Materials: Activity sheet (duplicate the following)

Procedure: Read the pairs of sentences.

Ask the meaning of the underlined word in each sentence.

Set 1: The pigs are in their pen.

My pen must be out of ink.

Set 2: I looked up at the sky in time to see the first star come out.

She's such a good actress that she'll probably be a big star one day.

Set 3: Please pull down the window shade.

Let's sit under that big tree, in the shade.

Set 4: I want to drink my coke with a straw.

Jimmy found a lot of straw in the old barn.

Extension: Have the child make up a sentence with each underlined word.

Have him tell the meaning of the underlined word in his sentence.

Ask him if this is the same as either example.

Source: Teacher-adapted

Skill: Identifying Pronoun Antecedents

Procedure: At this time your child is learning to use pronouns. Pronouns are words like **I, me, you, he, him, she, her, it, we, us, they,** and **them.**

Pronouns may be used to replace a noun in a sentence. For example, you could say, "John walked to town," or, "He walked to town." In this example, "he" is a pronoun that stands for "John."

When we use pronouns, it is important to know the noun for which the pronoun stands.

Below are some things you can do to help your child practice using pronouns.

1. Call the names of persons or groups of people in your home. Ask your child to say a pronoun that might be used in the place of the person's name. For example, if you say "Ed," your child could say "he." If you say "Mark and Sue," your child could say "they." Reverse this procedure and say the pronouns while your child names a family member(s) to whom each could apply.
2. Ask your child to look for pronouns used in comic strips. Ask him/her to draw lines from the pronoun to a picture of the person to whom the pronoun refers.
3. Make up a few sentences having people's or pets' names. Have your child copy the sentences substituting a pronoun for each.

Source: Teacher-adapted

Skill: Locating Words

Materials: Activity sheet and newspaper

Procedure: Take one sheet of the newspaper.

Have the child find these words.

day
from
who

be

there
into
lot

See if the child can find them three times.

Put a line under them.

Have child say the words two times.

Draw a circle around any word you cannot find.

Extension: Have child read all of today's words.

Read child a story from the newspaper and have him write down any of today's words he hears read in the story.

Source: Teacher-adapted

Skill: Spelling

Procedure: Let your child pick ten words from his/her spelling list.

As he (or she) calls them to you, spell them aloud.

He will check your spelling from the book.

After your test, call all the unit words for your child to spell.

Provide more practice by writing, reading, and spelling again misspelled words.

Also frame these words to aid in remembering the order of the letters.

Example: state

Source: Teacher-made

Skill: Vocabulary Development and Classifying Information

Materials: None

Procedure:

1. Decide on a category such as food, furniture, animals, toys, clothing, workers, things that are round, square, hot, cold, etc.
2. Each player, in turn, names something which belongs in the category decided upon. Name as many things as you can in this category.
3. This is a good game for the family to play while traveling or at the dinner table.

Extension: The category can be made as hard or simple as desired. For example, instead of food, the category could be fruits, vegetables, desserts, breakfast foods, foods that grow under the ground, etc.

Source: Teacher-adapted

Skill: Punctuation Reinforcement

Materials: Fifteen sentence strips, 15 punctuation cards (two sets)

Procedure: Two players determine by some fair means who will go first.

1. Each player will be given a set of punctuation cards.
2. Place sentence strips face down on table.
3. The first player will turn a sentence strip up. He/she then must read the sentence and decide on the correct punctuation, using one of the cards in his/her hand.
4. If player can read the sentence and put correct punctuation at the end, he/she keeps the strip. If player can't do the above, he/she places the strip under the remaining deck.
5. Winner has the most sentence strips.

Source: Teacher-made

!	.	?
!	.	?
!	.	?
!	.	?
!	.	?

!	.	?
!	.	?
!	.	?
!	.	?
!	.	?

The girl called, "help" __

Can the children play in the park __

The pony can run __

Where is the dog __

The flowers are pretty __

The clown is funny __

Did the dog do tricks __

Throw the ball __

What do you want at the store __

I want a goldfish __

Daddy wanted to get me a game _

Smell the pretty flowers _

What pretty music _

What a big elephant _

Can the goat pull the wagon _

Skill: Unscrambling Sentences and Using Correct Punctuation at the End of Sentences

Materials: One sentence sheet, one writing paper, one pencil

Procedure:

1. Unscramble sentence.
2. Write correct sentence on paper.
3. Put correct punctuation at the end of each sentence.

Source: Teacher-made

1. go will Tom . ? !

2. bark The will dog . ? !

3. boy Will the go to school . ! ?

4. fire house The on is . ? !

5. car is The red . ? !

6. is our P. E. Who teacher . ? !

7. our is P. E. teacher Mrs. Bell . ? !

8. Will recess we Thursday have . ? !

9. Is hot it . ? !

10. is falling The boy . ? !

Skill: Matching Beginning Sounds

Materials: A parent and one or more players

Procedure: Say: I am going on a trip. I will take a suitcase. What can I take that starts with the same sound as suitcase?

Say: I am going on a boat. What can I take on the boat that starts with the same sound as boat?

Say: I am going to the bank and get some money. What can I buy with the money that starts with the same sound as money?

Extension: Have the child think of the sounds to match and tell you in a sentence like the ones above.

Source: Teacher-made

Skills: Initial Consonants
Sounds

Materials: Paste, scissors, an old magazine, a brown paper bag

Procedure: Have the child take old magazines and cut out pictures of things that start with the same sound. (Example: a car, a coat, a cake.)

To get your child started, paste a picture of a car on a brown paper bag. Then say to the child, "Find pictures of things that start like car. Cut them out and paste on the bag."

You can also print the starting letter on the bag. This will help the child understand that this letter stands for that sound.

If your child can't handle cutting and pasting yet, you can help him with that.

Extension: Parent can play the "Starts Like" game with child while doing things at home or riding in the car. You say: "Tell me a word that starts like milk."

At first, you may need to give hints such as: It shines at night (moon). It makes fire (match). Later on you can stop giving hints.

The child soon will get the idea that many words start with the same sound and will enjoy thinking up words that "start like" the word you provide.

Source: Teacher-adapted

Skill: Identifying Letters and Their Sounds (association of the letter sound with the initial sound of certain words)

Materials: Paper cut in the shape of socks with a letter on each sock, piece of string for clothesline, clothespins (as many as you have socks)

Procedure: Number of players: two or more

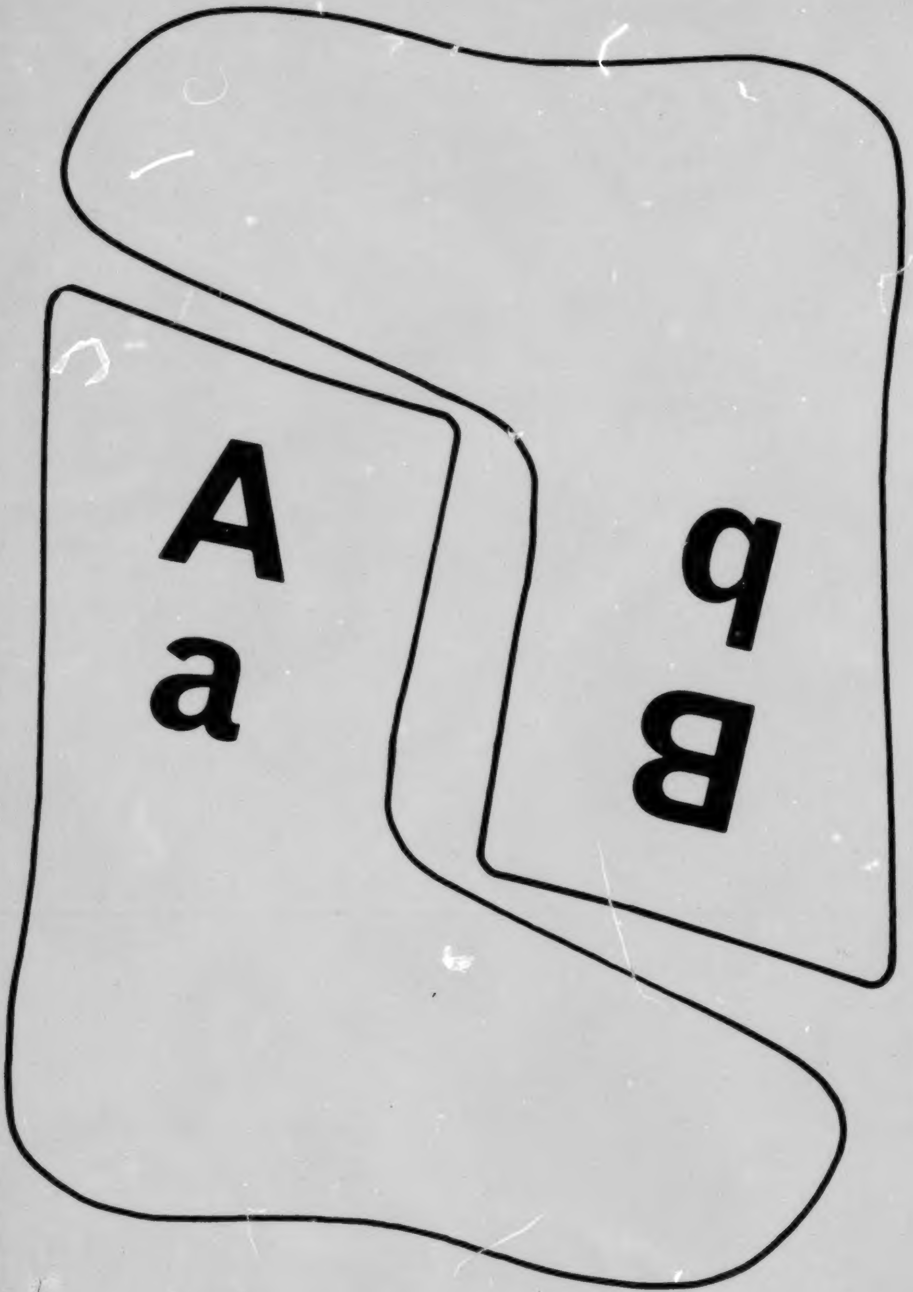
1. Clip the socks to the clothesline.
2. Decide who will be first and the order of the other players. (Could be done by one person writing down a number between 1 and 5, and the first player to guess the number goes first. Process repeated for other players to determine their order.)
3. Have one person to call out one of the letters on the clothesline. The player who is first must go to the clothesline and (1) point out the correct letter for the one called out; the player must then (2) give the letter's sound, and then (3) a word that begins with that sound. If the player can do all three, then the player gets to take the sock off the line and keep it.

If the player misses any of the three parts then the next player gets to work on the letter the first person missed and, if successful, gets to keep the sock.

Another letter is called and the player whose turn is next points out the letter, gives the sound and a word.

This procedure is repeated until all socks are off the clothesline. The player with the most socks when all have been removed from the line wins the game.

Source: Teacher-made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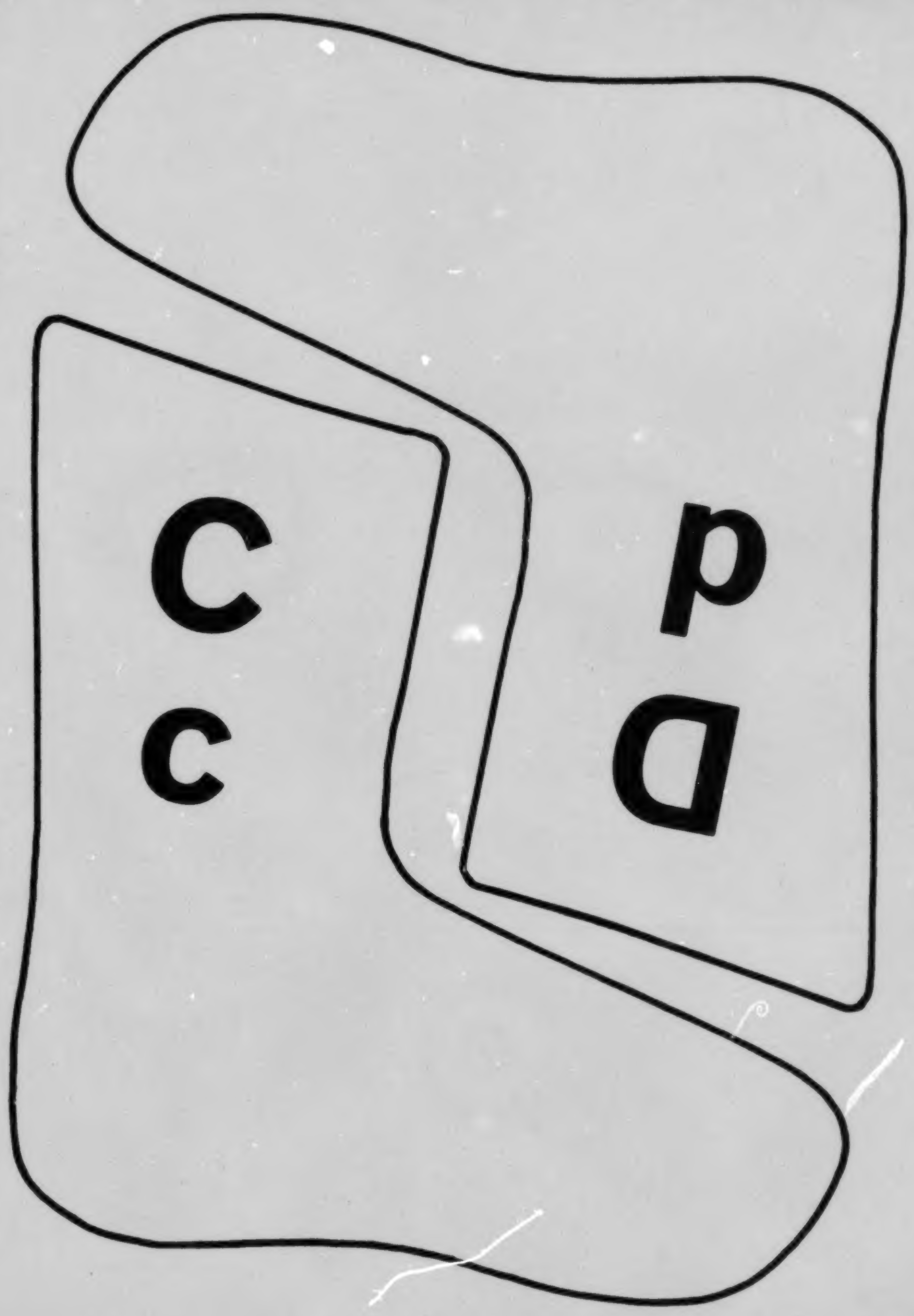
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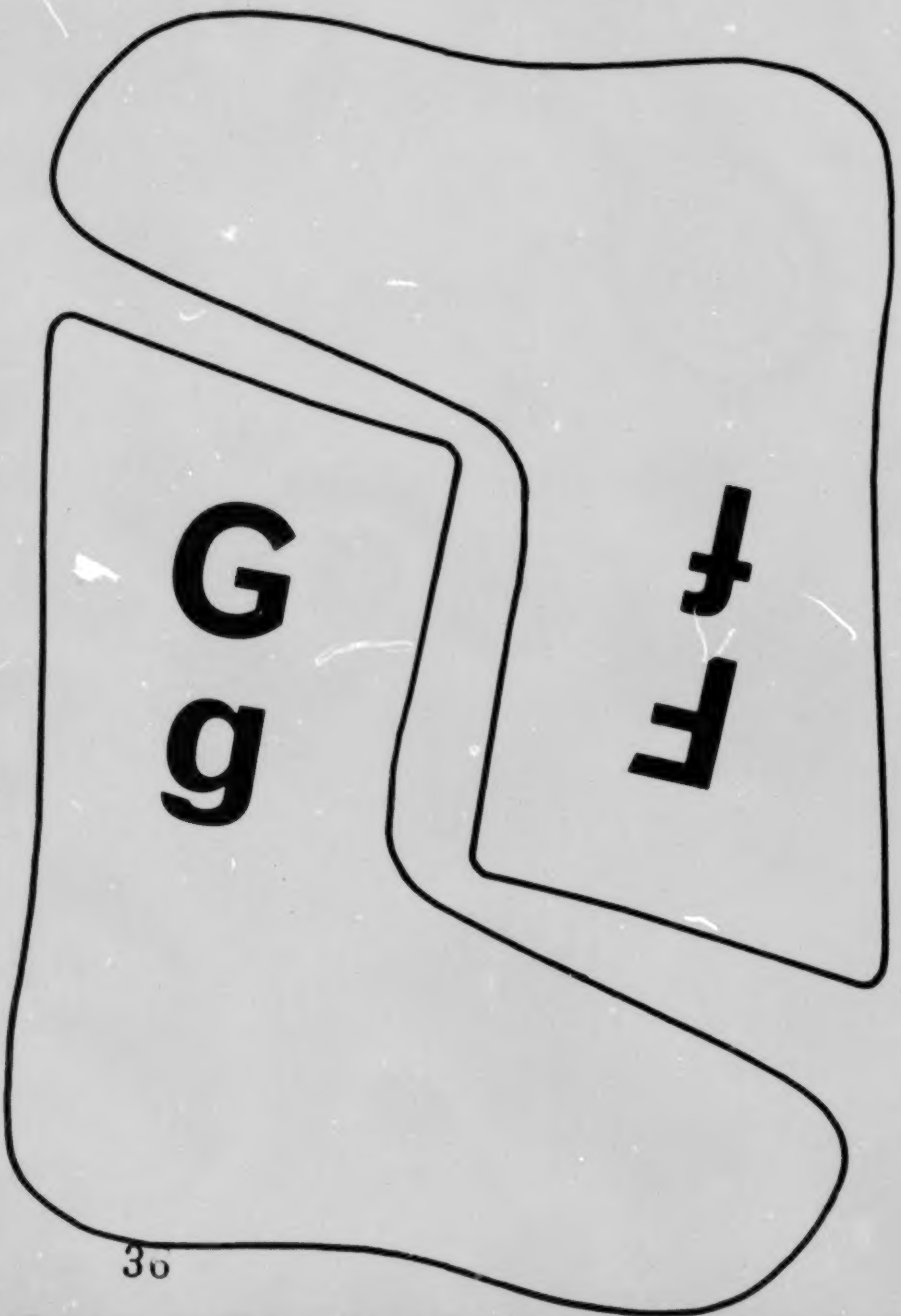
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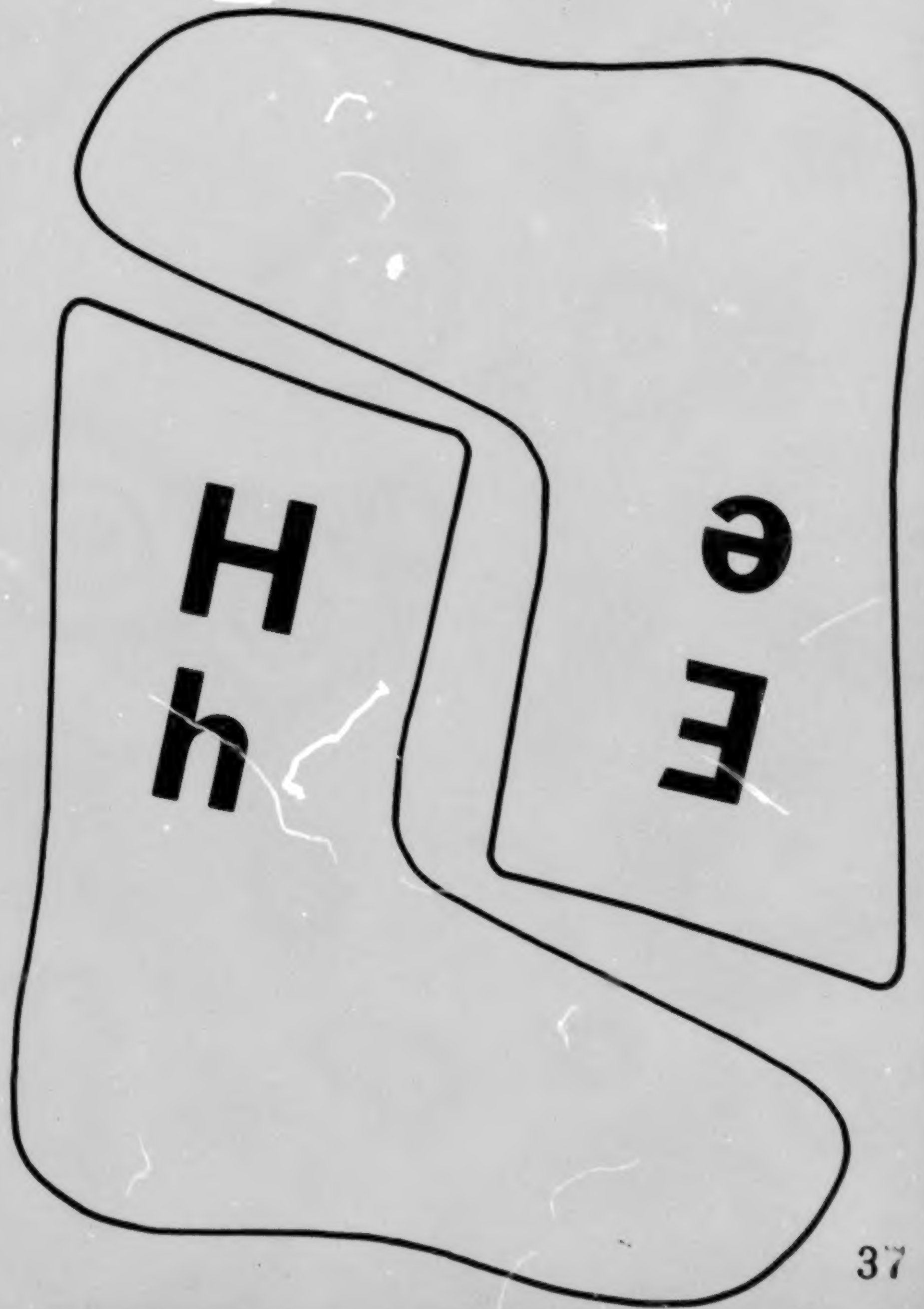
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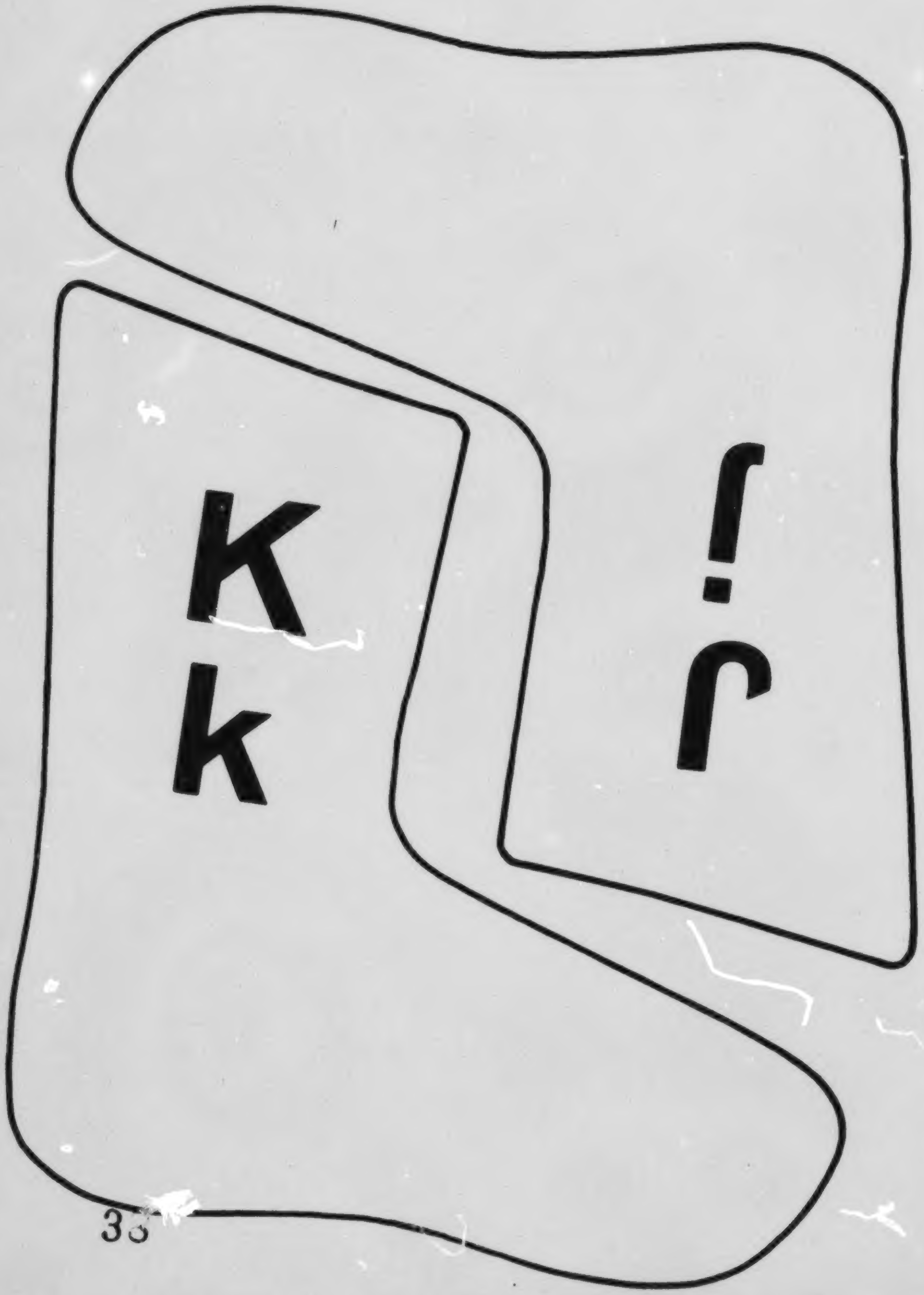
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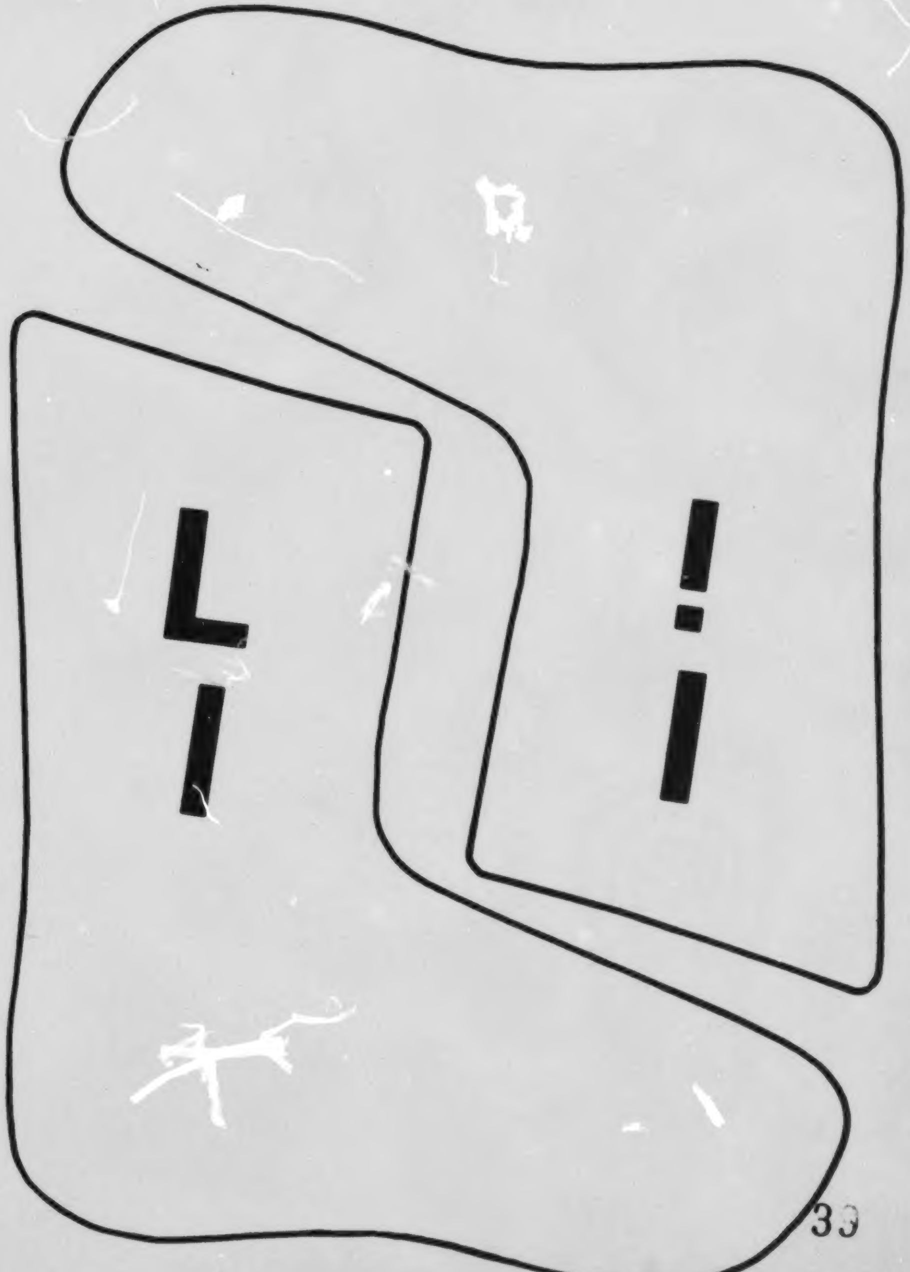
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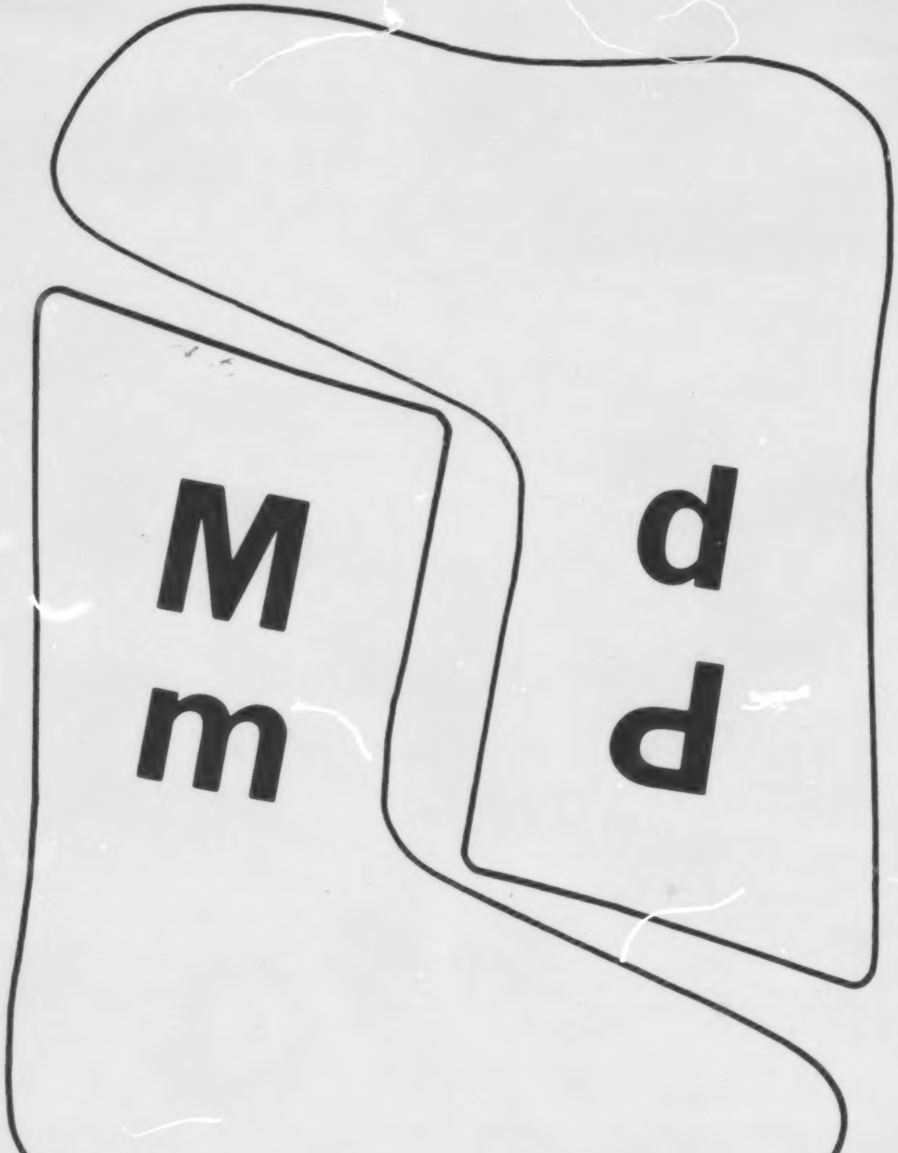
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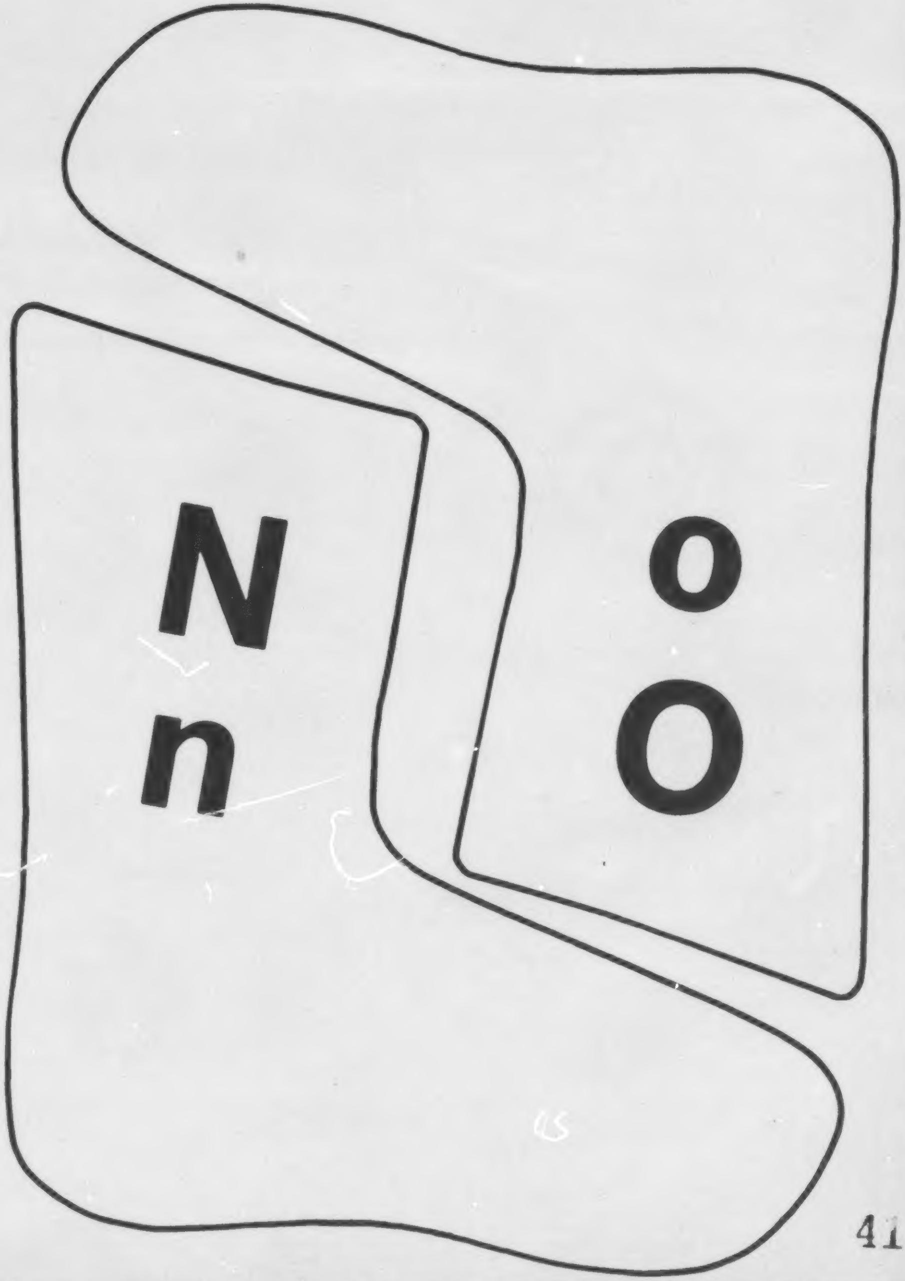
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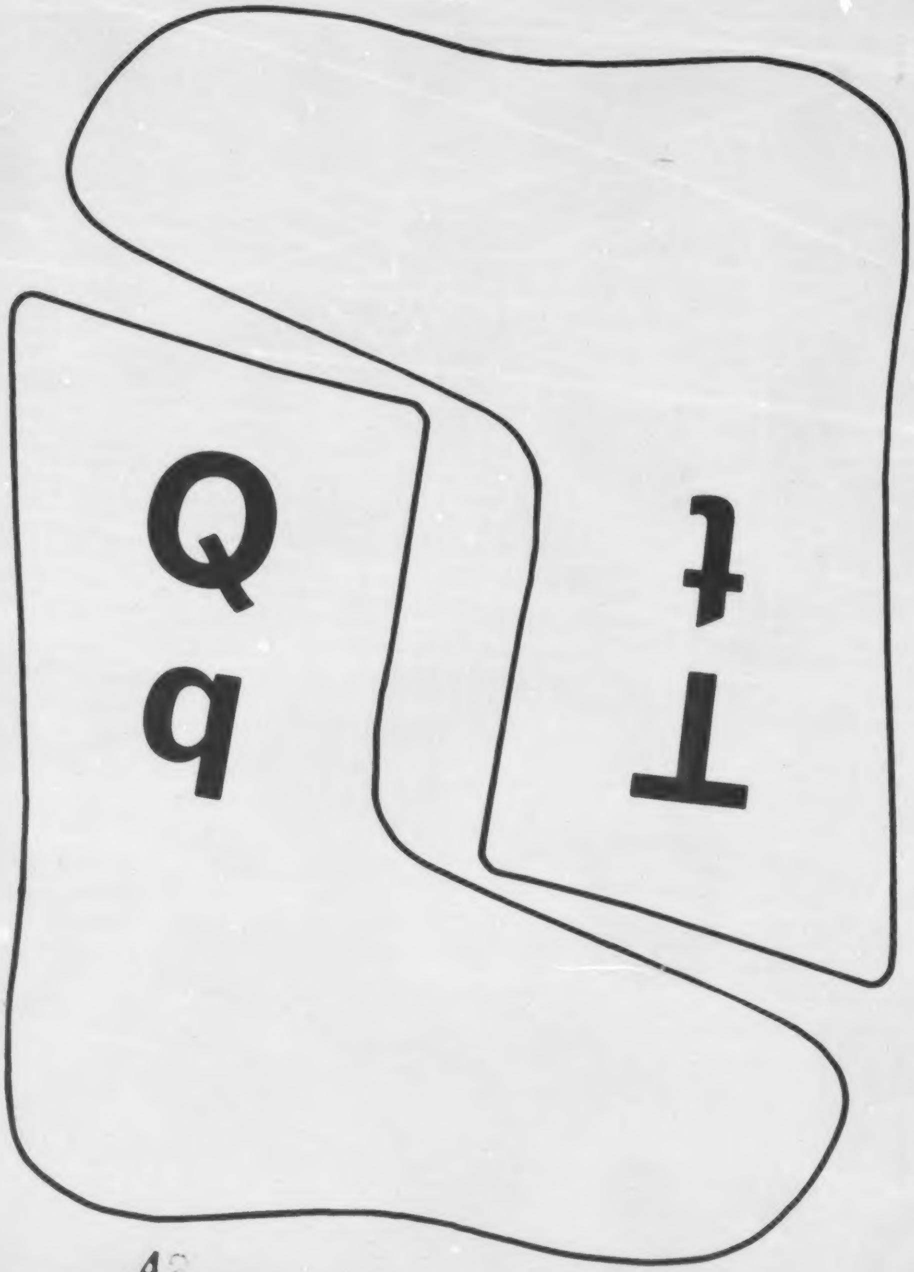
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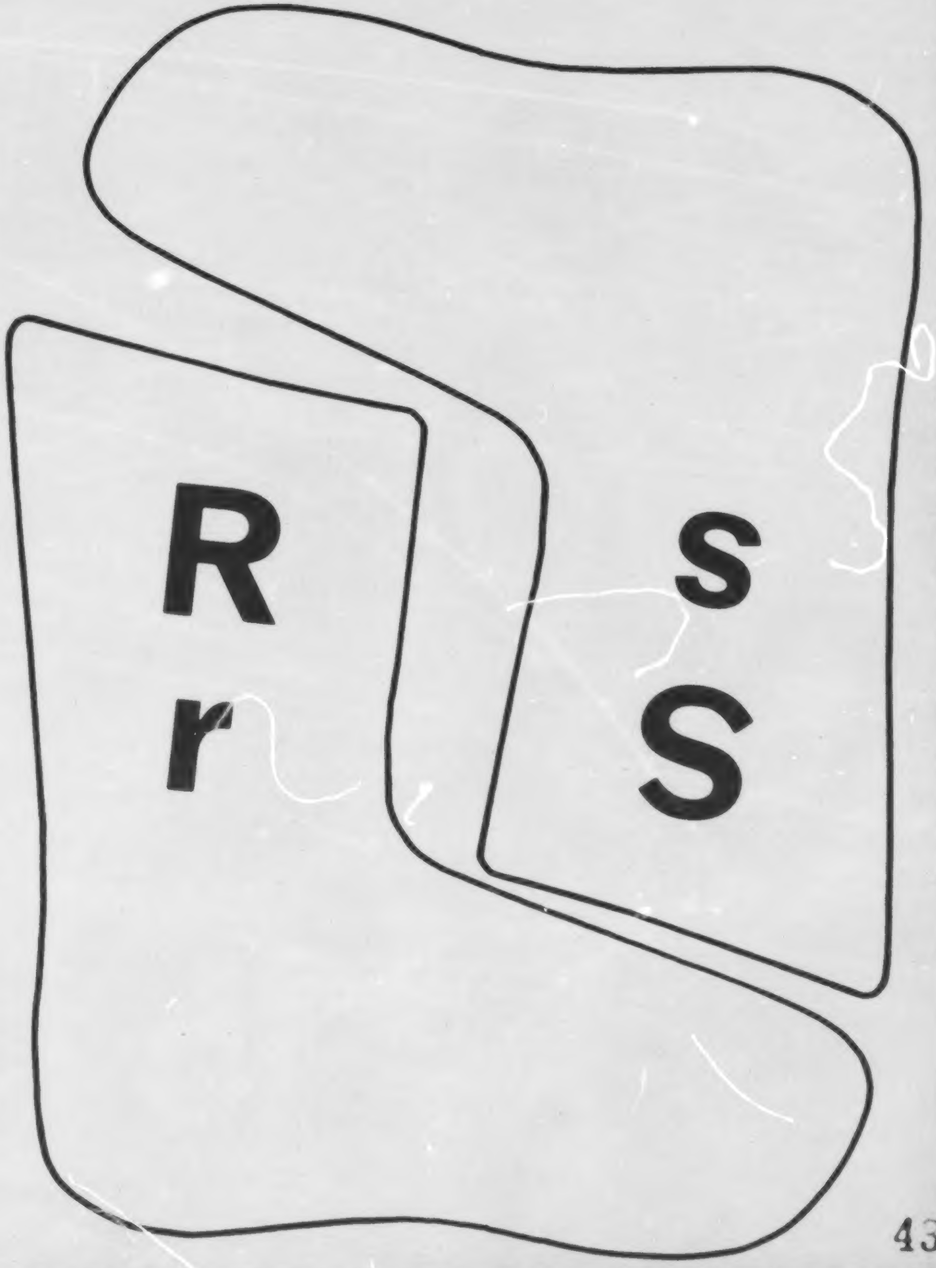
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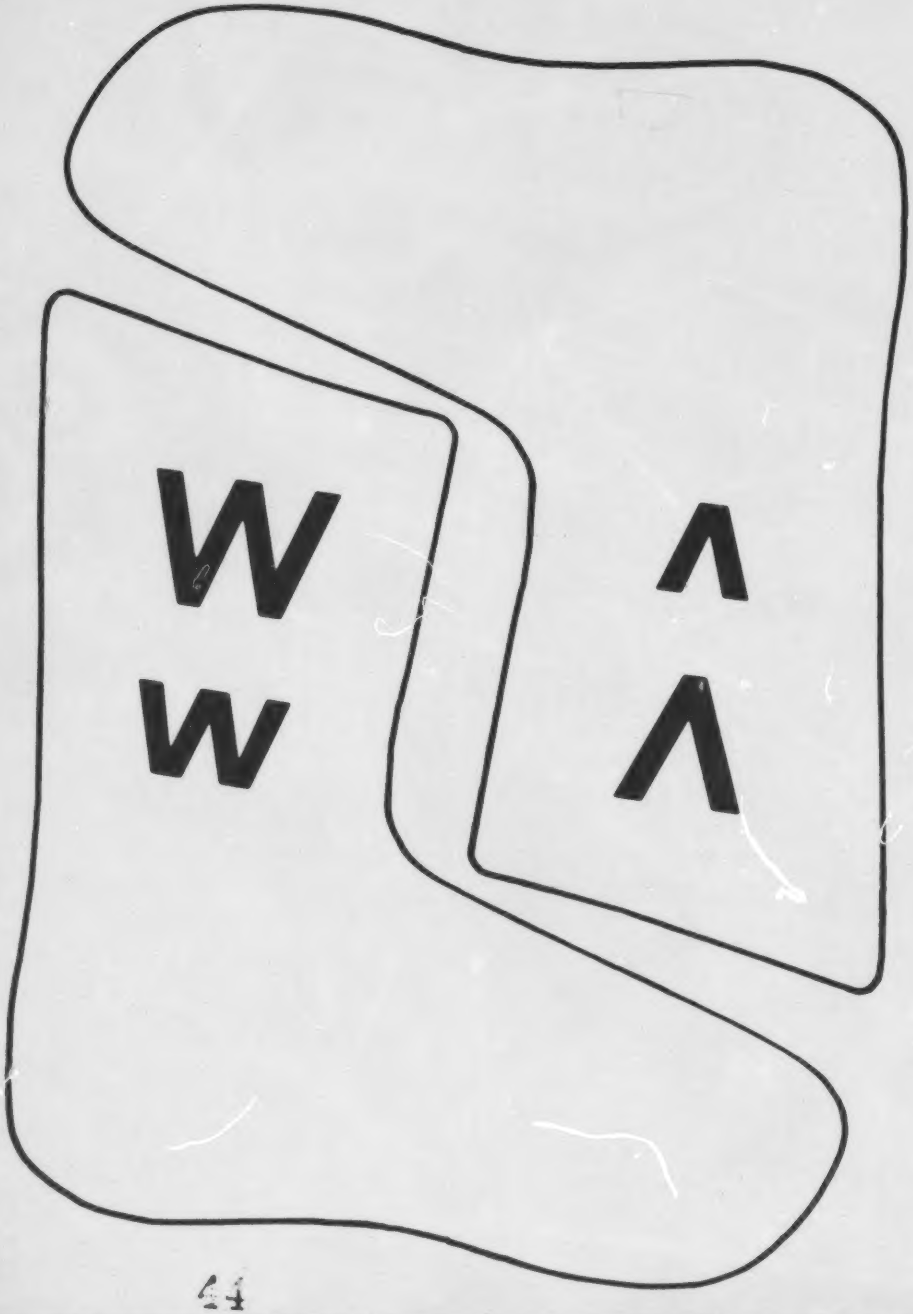
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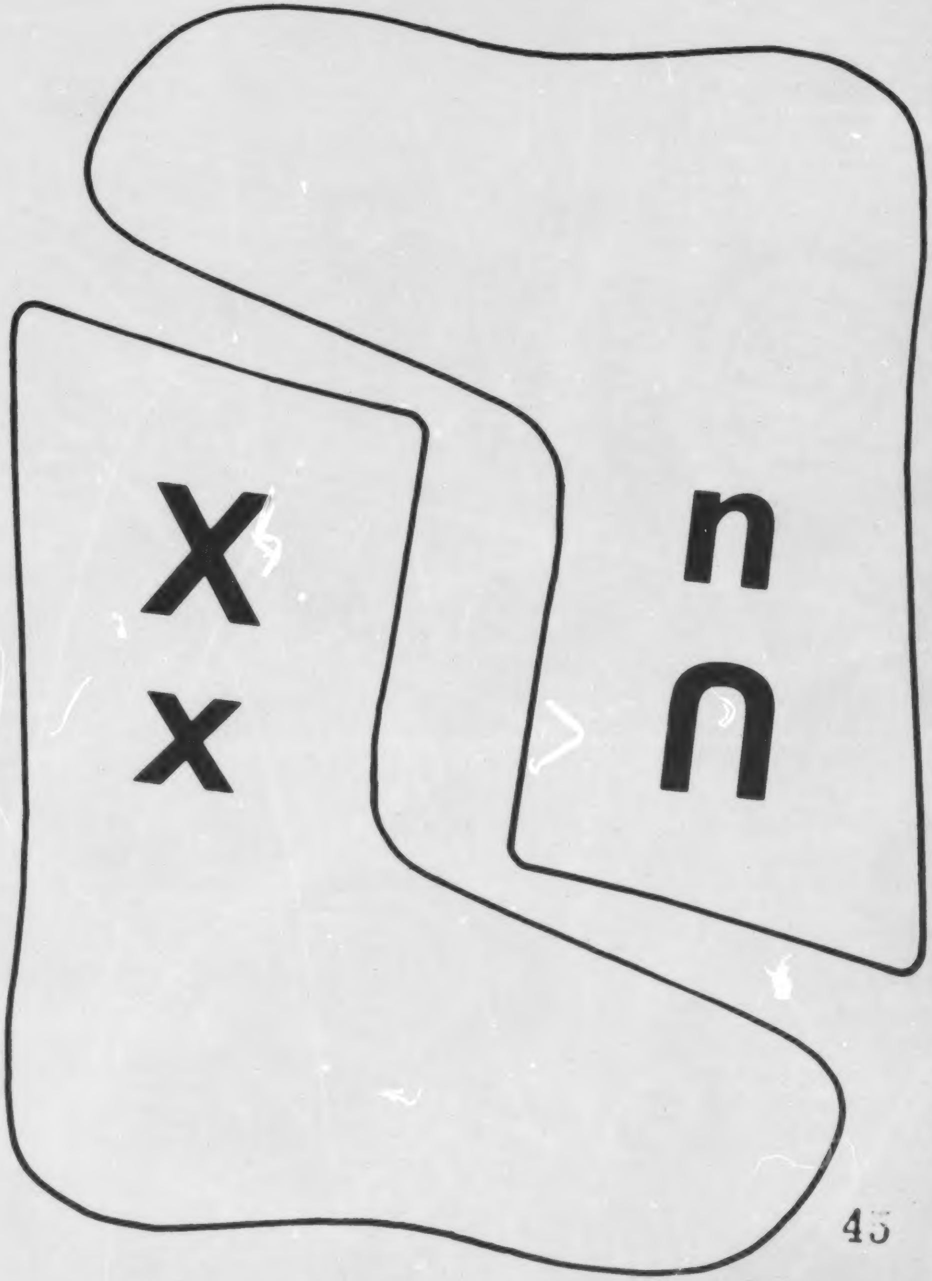
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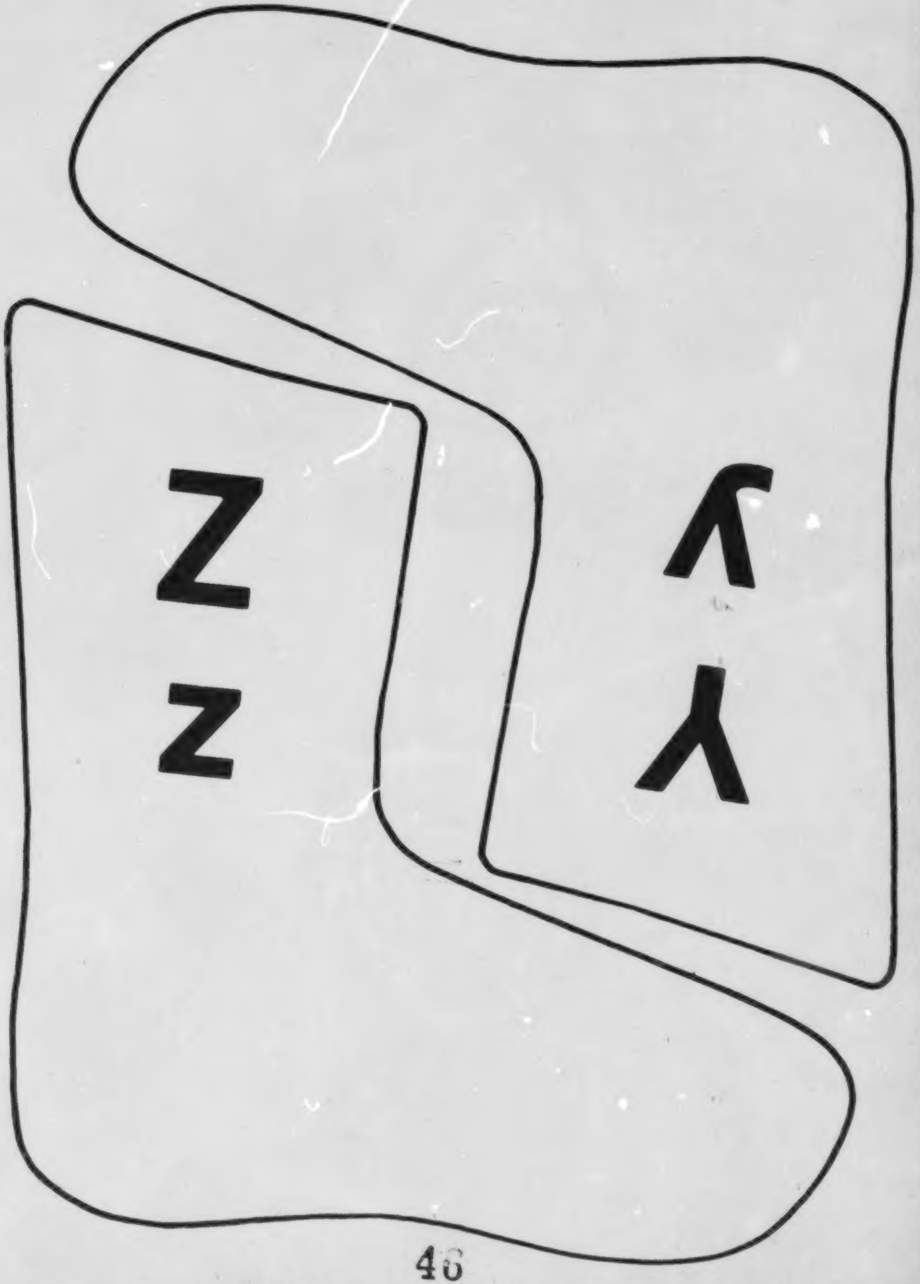

Z
z
ʎ
⅄

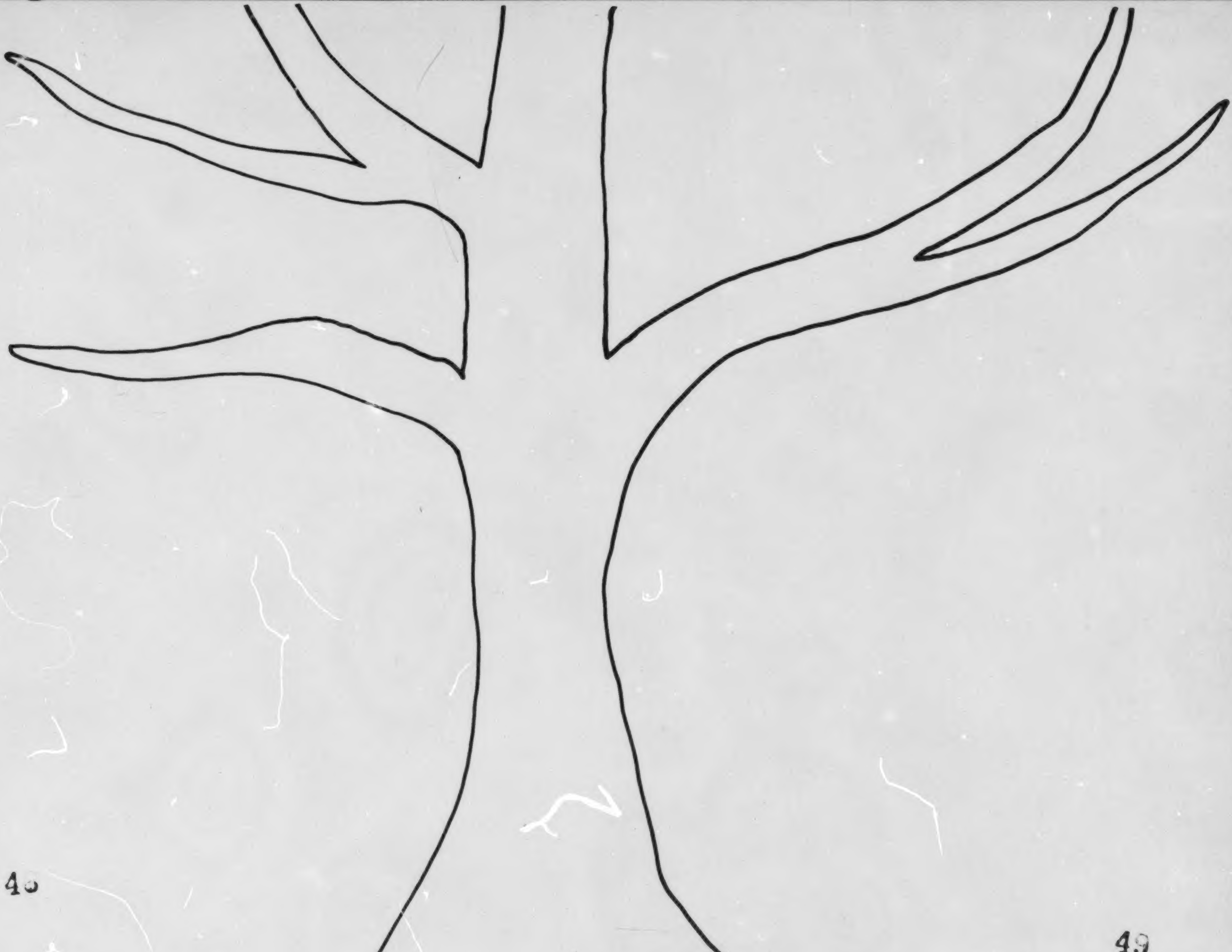
Skill: Recognizing Initial and Final Consonant Sounds

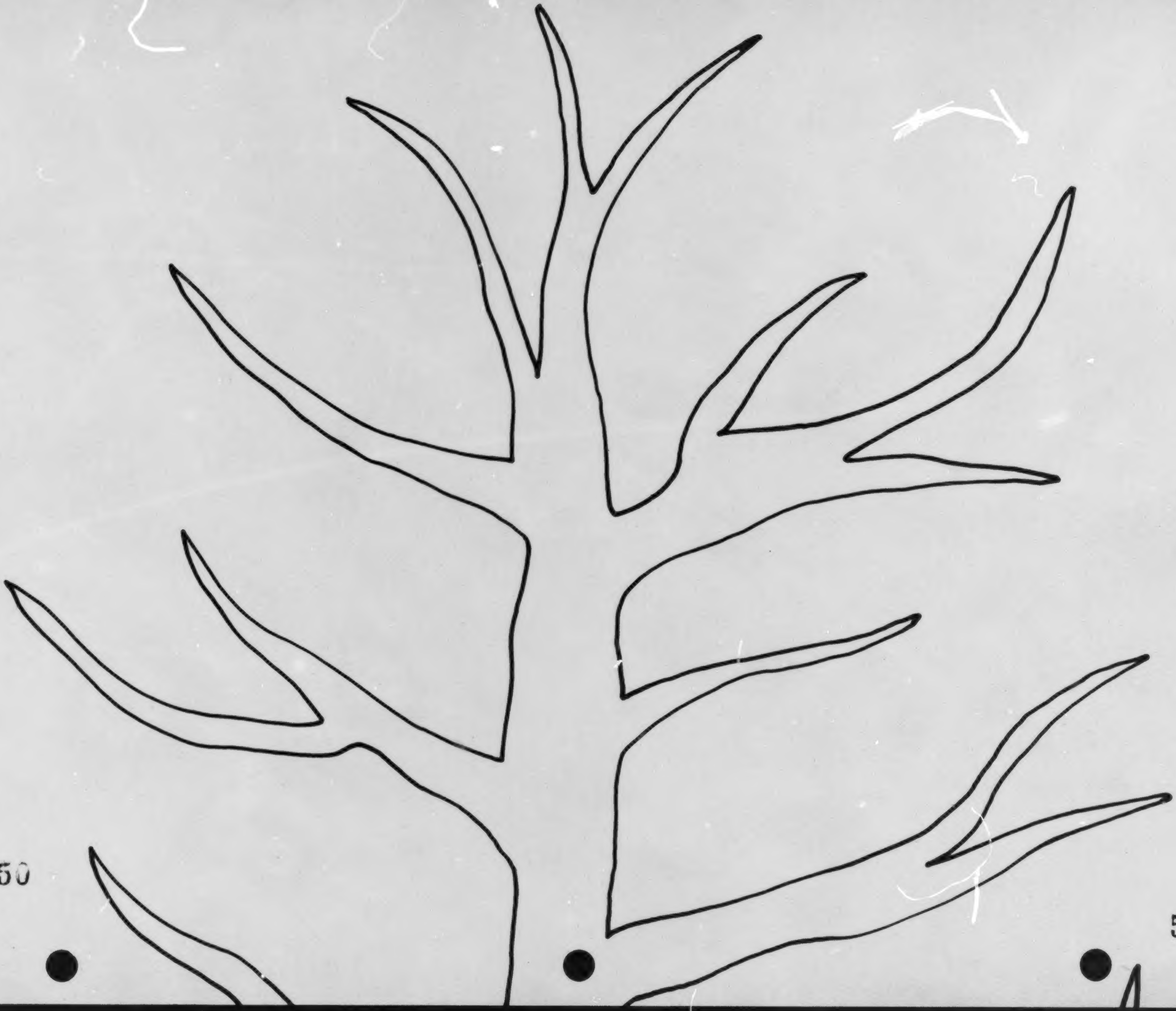
Materials: One picture of a tree, scissors, glue, magazines (to cut pictures)

Procedure:

1. Find pictures in magazines that either start or end with the consonant letters: W, R, J, K, M, T, F, B, G, H, L, S, N, P, C, V, and D.
2. Cut out picture.
3. Paste a picture on each branch of the tree.
4. Have child say the picture and name the beginning sound.
5. Have child say the picture and name the ending sound.

Source: Teacher-made





Skill: Reinforcing the Short and Long Vowel Sounds

Materials: Fifteen heart shapes with words, one answer sheet

Procedure: Two or more players

Mix heart shape cards and place them in a stack in the center of the table.

Determine by some fair means who will go first.

First player draws a heart from the stack and turns it over showing the word on it.

The player then has to give the name of the word and say if the vowel is long or short.

If he/she misses either the word or vowel sound (long or short) then he/she places the heart back in the stack near the bottom and the next player has a chance to draw.

Source: Teacher-made

ANSWER SHEET

din	(CVC short)
dine	(CVCe long)
fire	(CVCe long)
kit	(CVCe long)
kite	(CVCe long)
net	(CVC short)
pig	(CVC short)

pine	(CVCe long)
rid	(CVC short)
time	(CVCe long)
tip	(CVC short)
tire	(CVCe long)
van	(CVC short)
vane	(CVCe long)

Skill: High-frequency Words

Materials: Newspaper, or an old magazine article

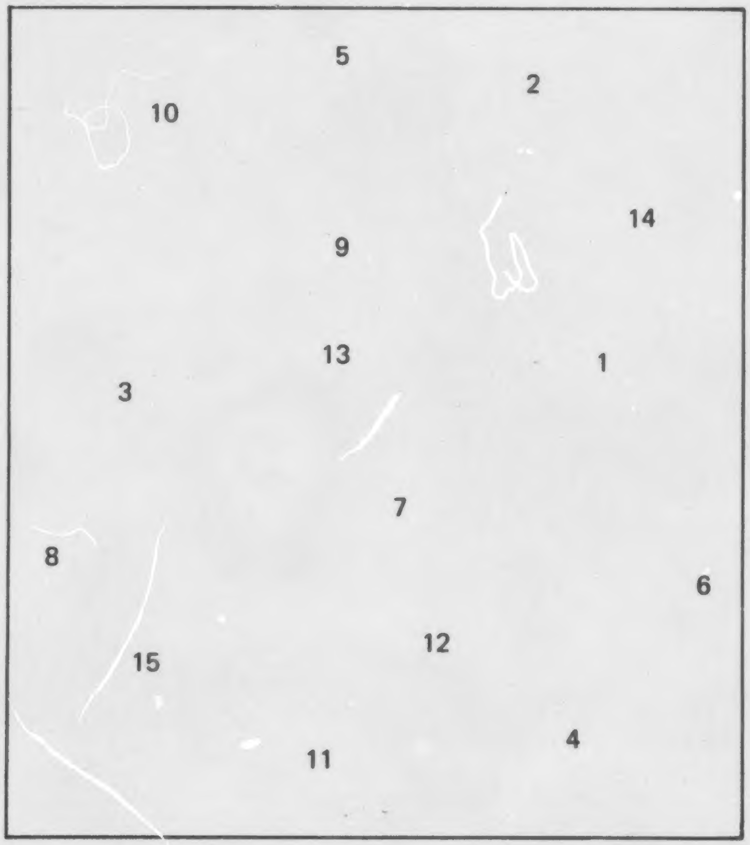
Procedure: Have child close his eyes and put his finger on a number in the box below.

Read the word with that number.

Cross the number out of the box.

Continue playing until all numbers are crossed out.

1. a
2. and
3. go
4. he
5. I
6. in
7. is
8. it
9. not
10. on
11. you
12. the
13. to
14. we
15. will



Extension: Have child make a sentence using each of the high-frequency words.

Have child look for these high-frequency words in a newspaper (or magazine article) and draw a circle around the word.

See how many of the words he can find.

Source: Teacher-adapted

Skill: Sight Words

Materials: Activity sheet

Procedure: One way that we can learn words is to look at them, say them, and act them out to try to show what they mean.

Point out the words below to your child.

Make up a sentence with each word instructing the child to do something as:

Go out of the room.

Jump over the stool.

Go near the window.

Stand on the little rug.

Face south.

out over near on south

Extension: Choose the best word from the list above for these sentences; read them.

1. School is__________________.
2. Go to the_____________side.
3. The day is__________________.
4. We are___________top of it.
5. We are___________the end of the book.

Source: Teacher-adapted

Skill: Reinforcing the Concept of Compound Words

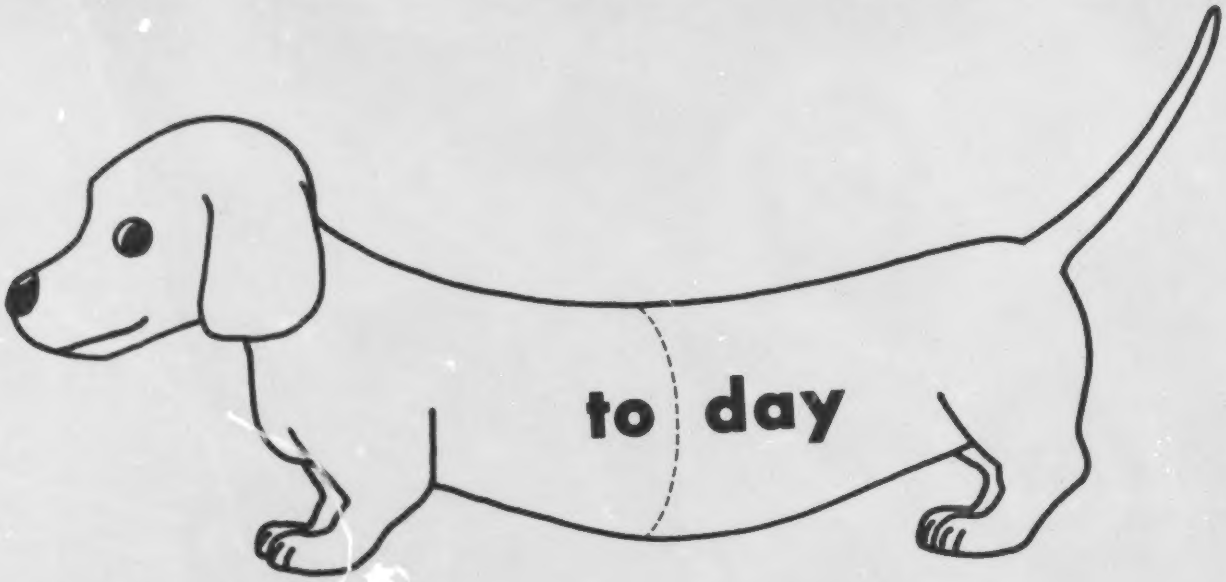
Materials: Deck of 24 cards (12 pairs); words that are on cards came from basal readers.

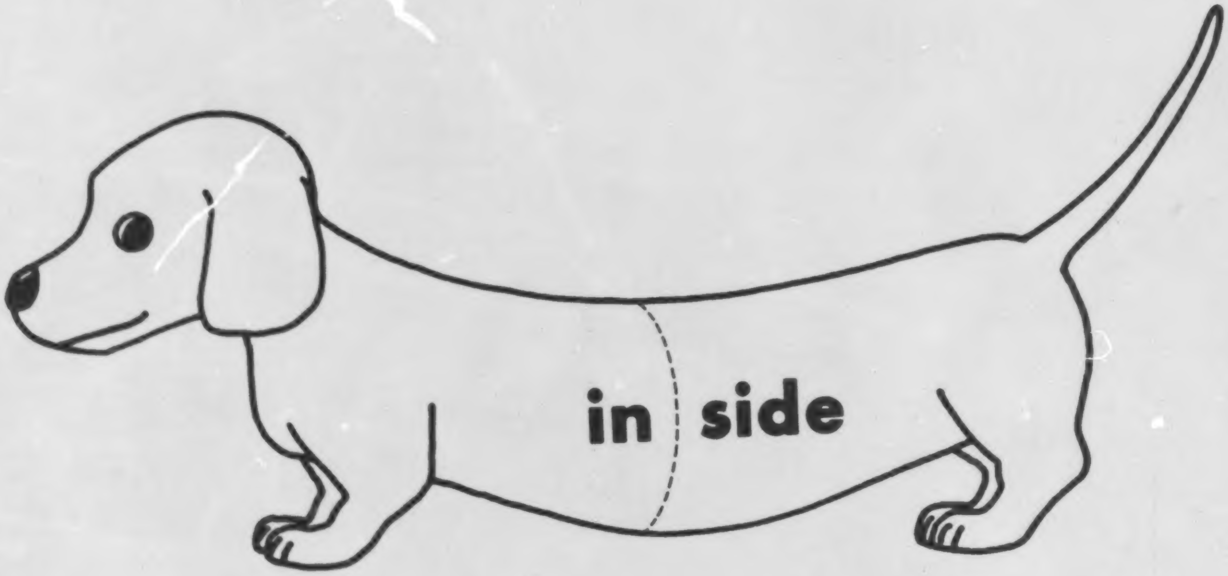
Procedure:

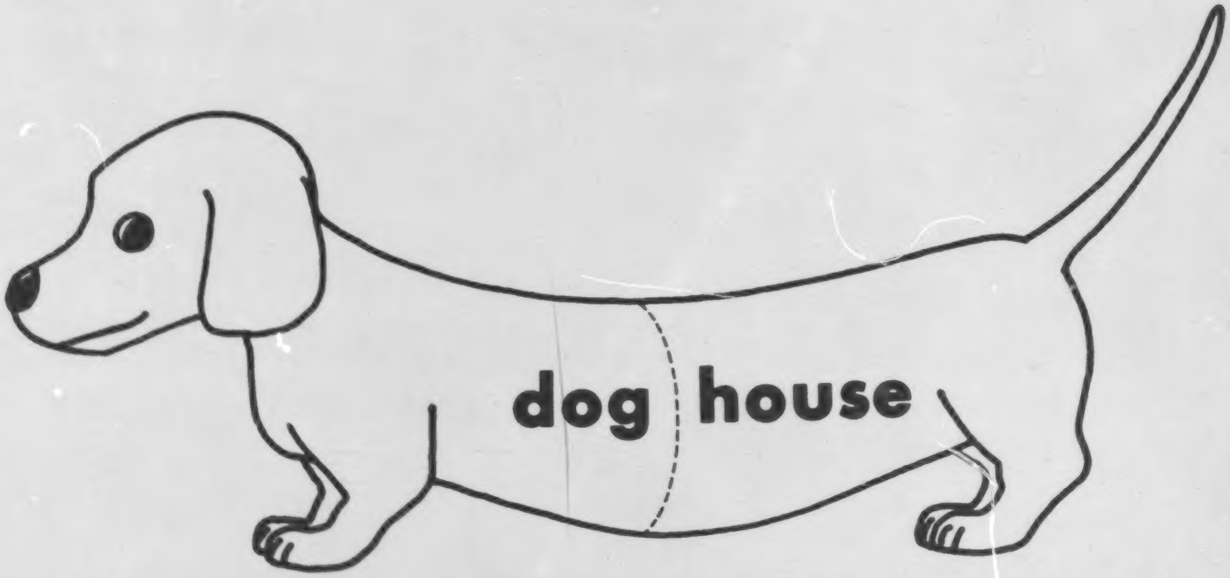
1. One player and someone to check accuracy.
2. Player mixes up cards.
3. Player then tries to match up two small words to form a compound word.
4. If player correctly matches up the words, the dachshaund is complete.
5. Player will continue same procedure till all 12 pairs are completed.

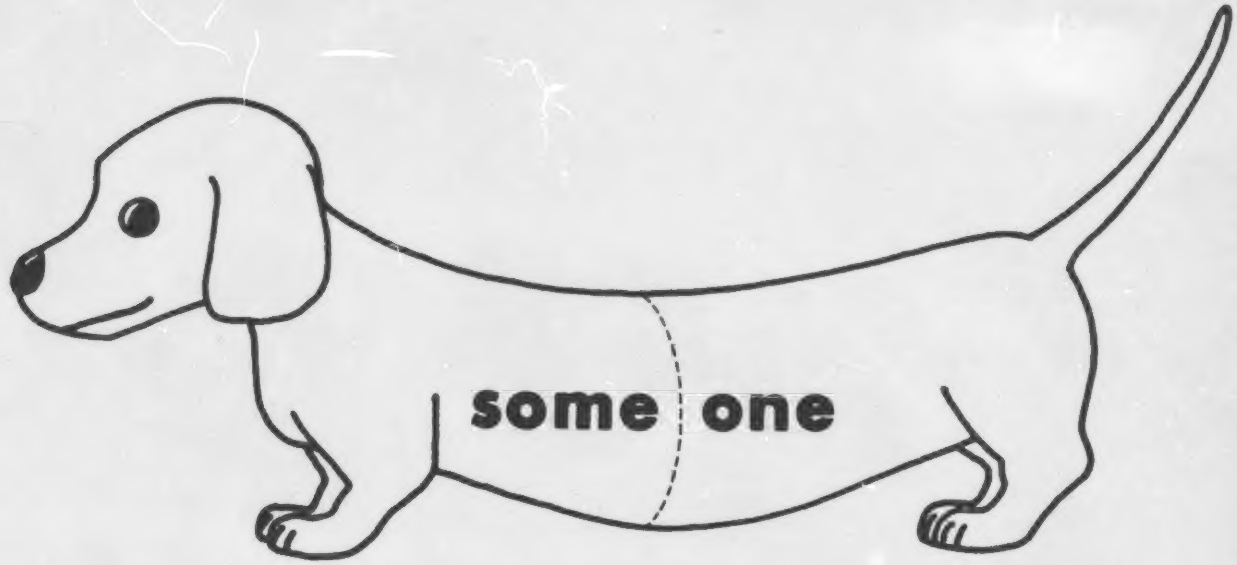
If more than one player is available, this procedure can be made into a game.

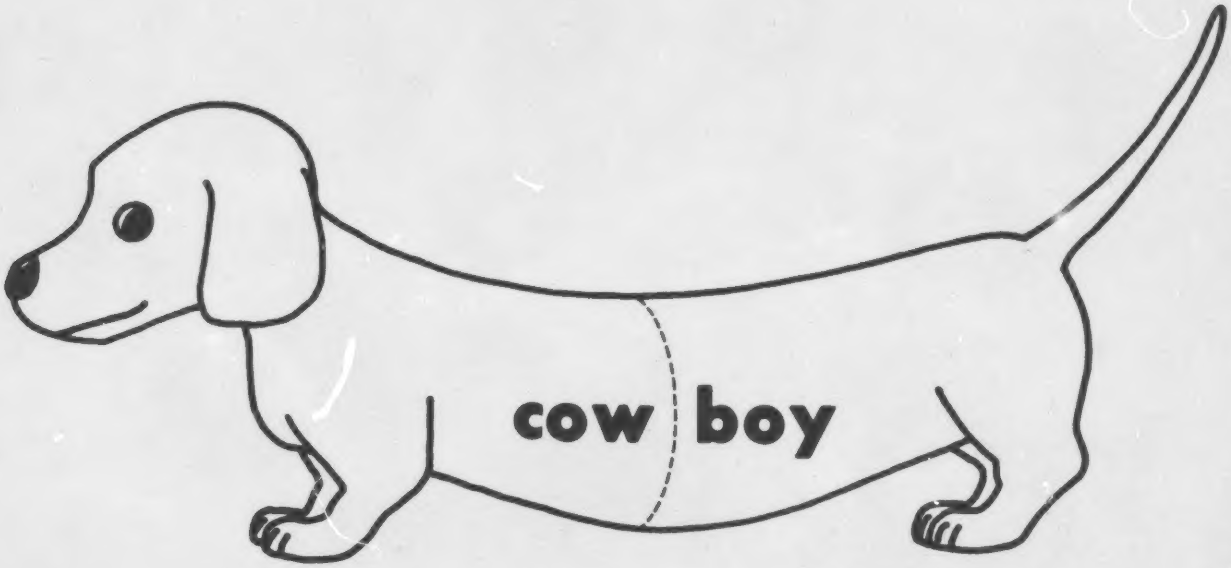
Source: Teacher-adapted

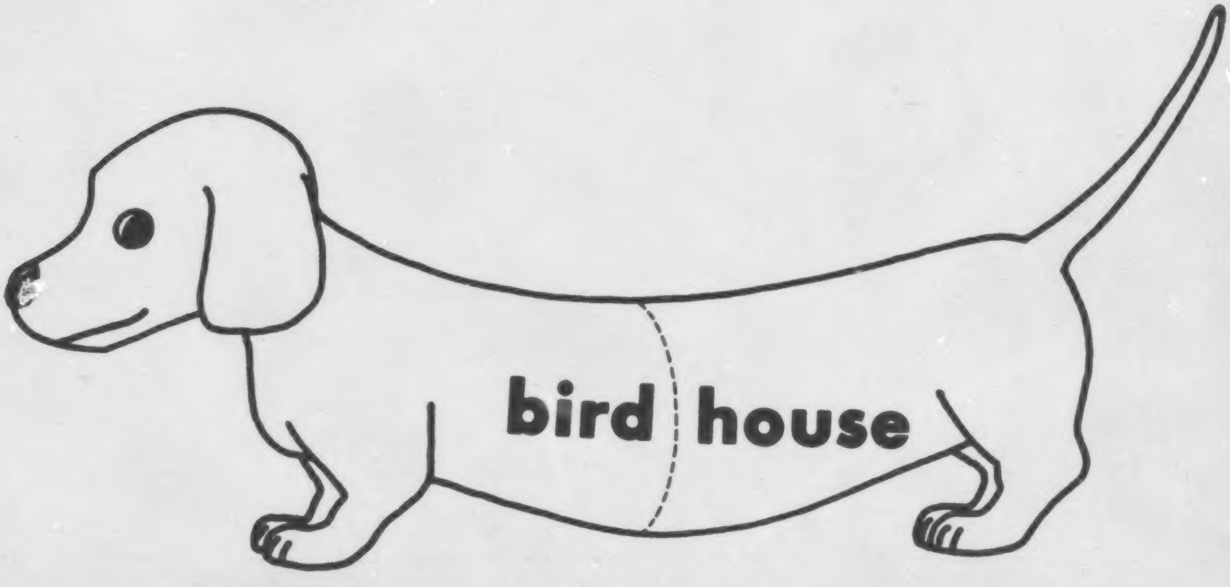

to day

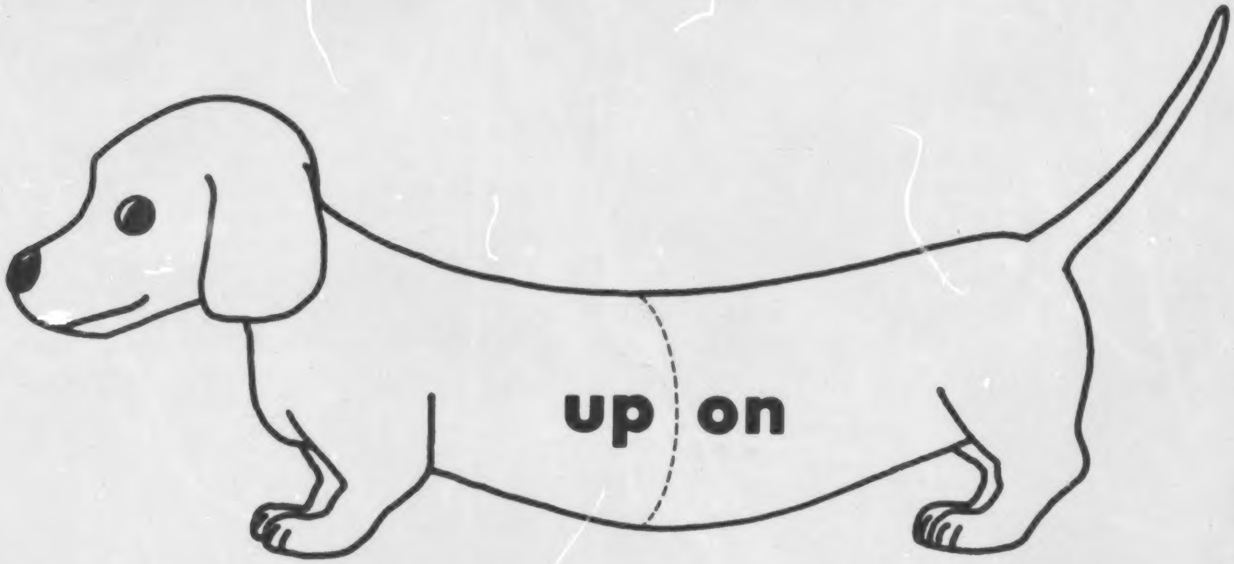

in side

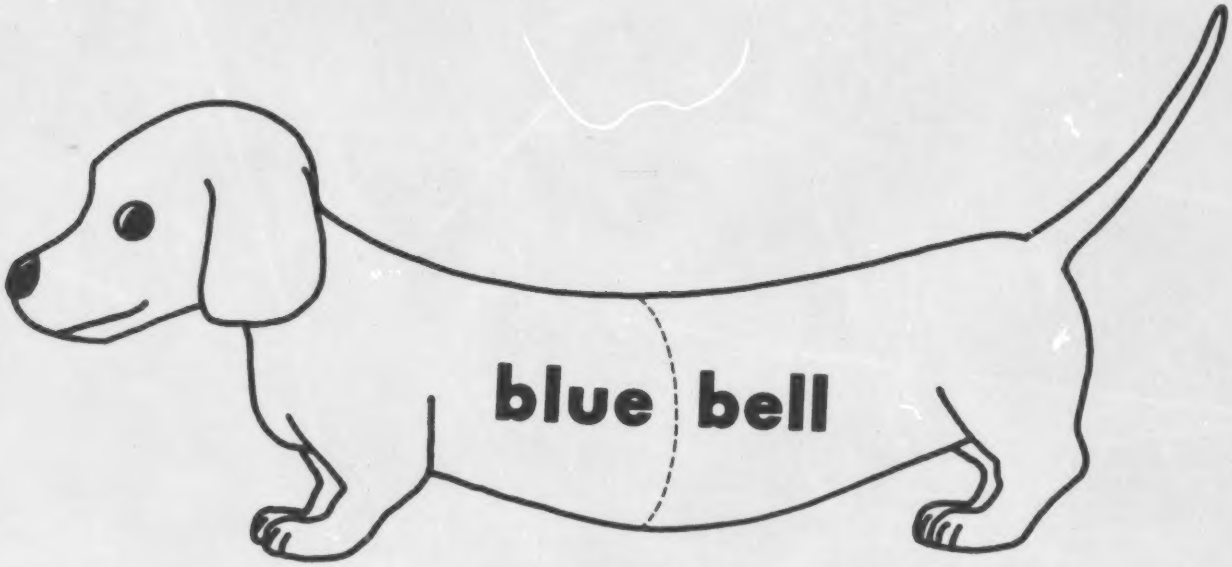

dog house

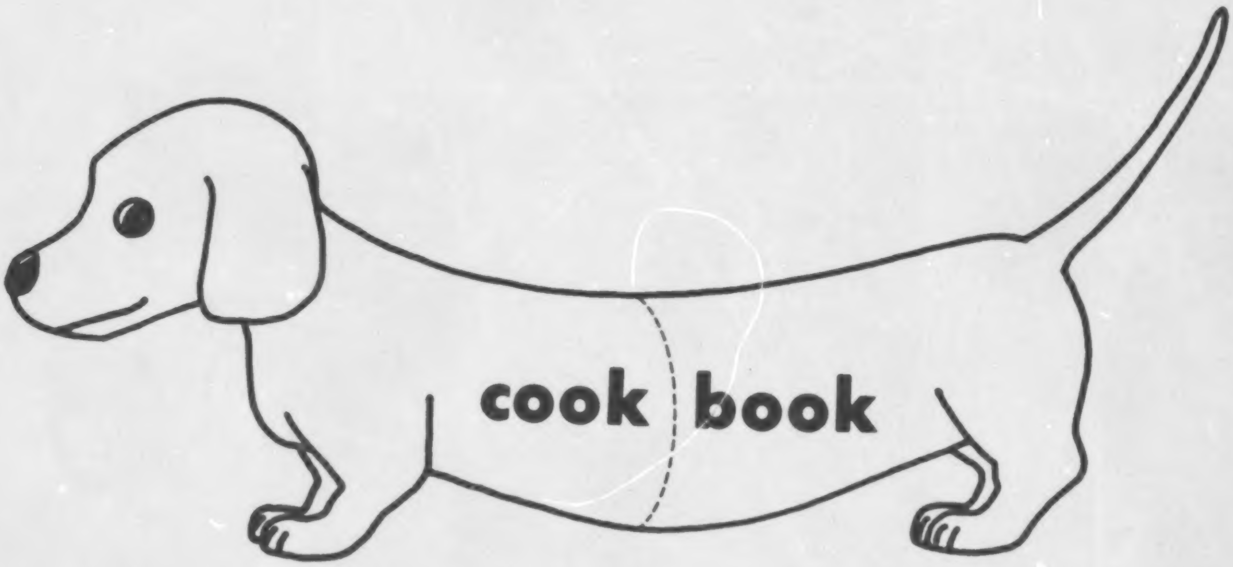

some one

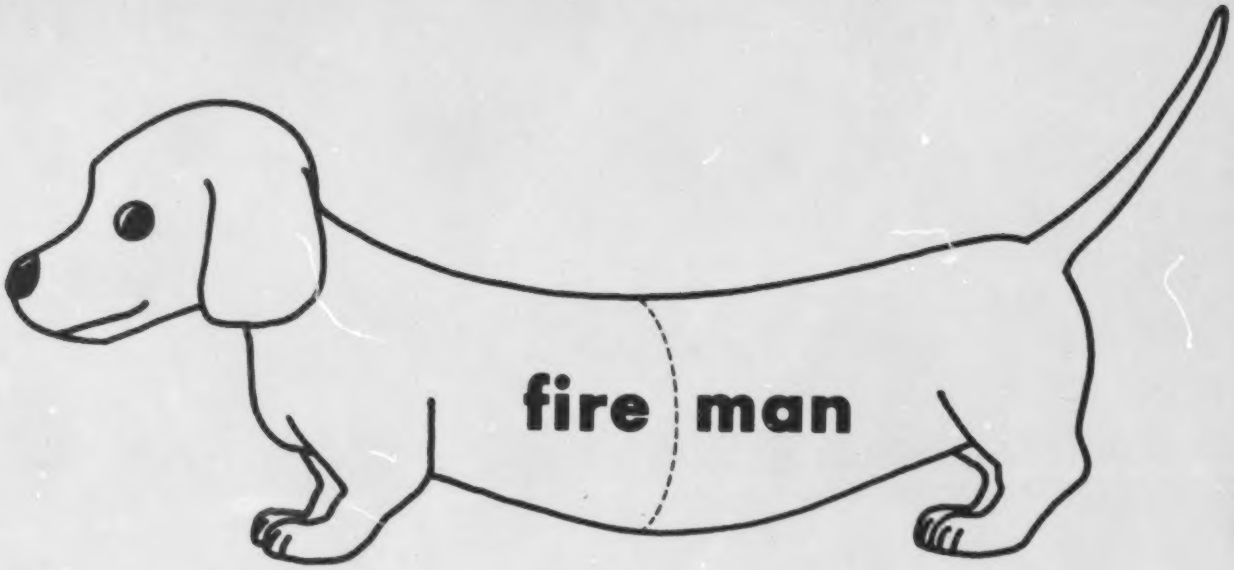

cow boy

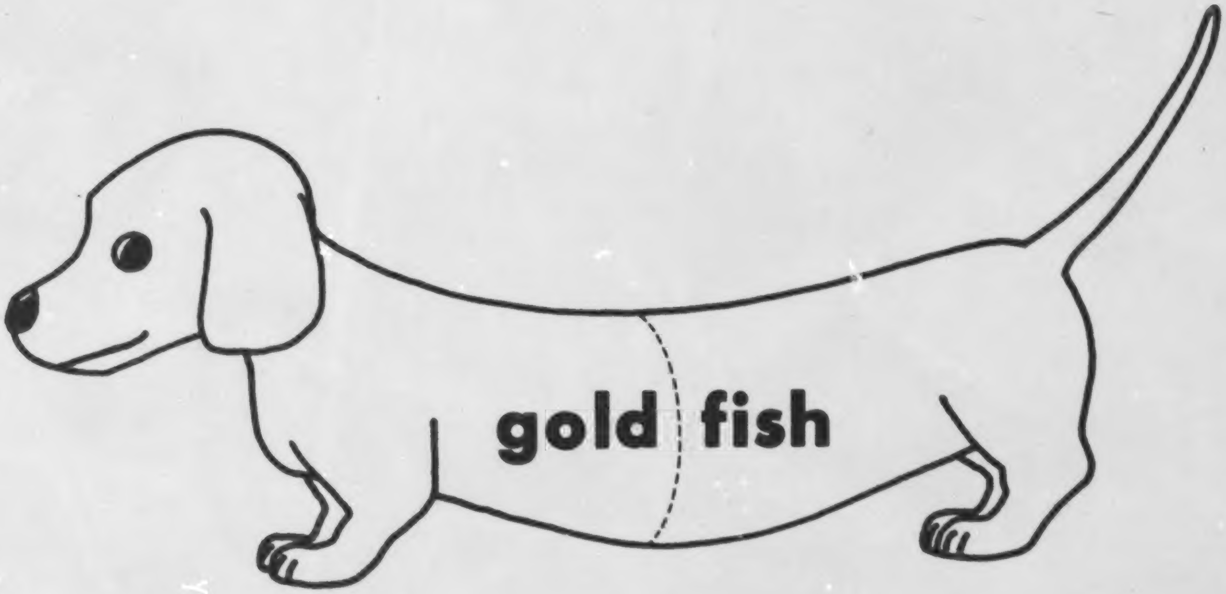

bird house

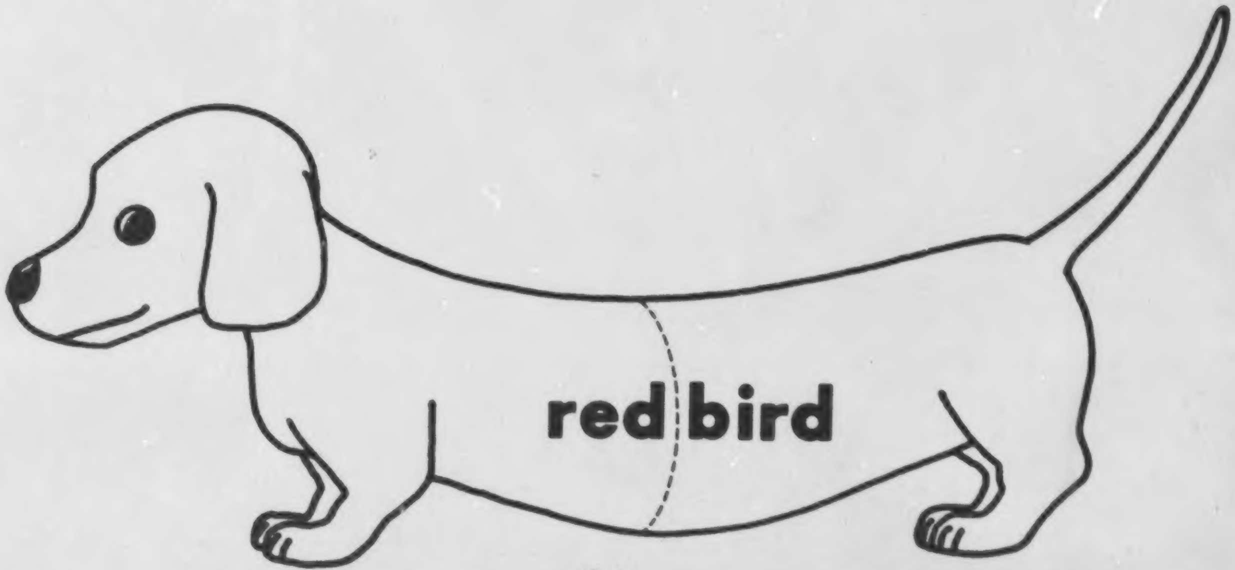

up on

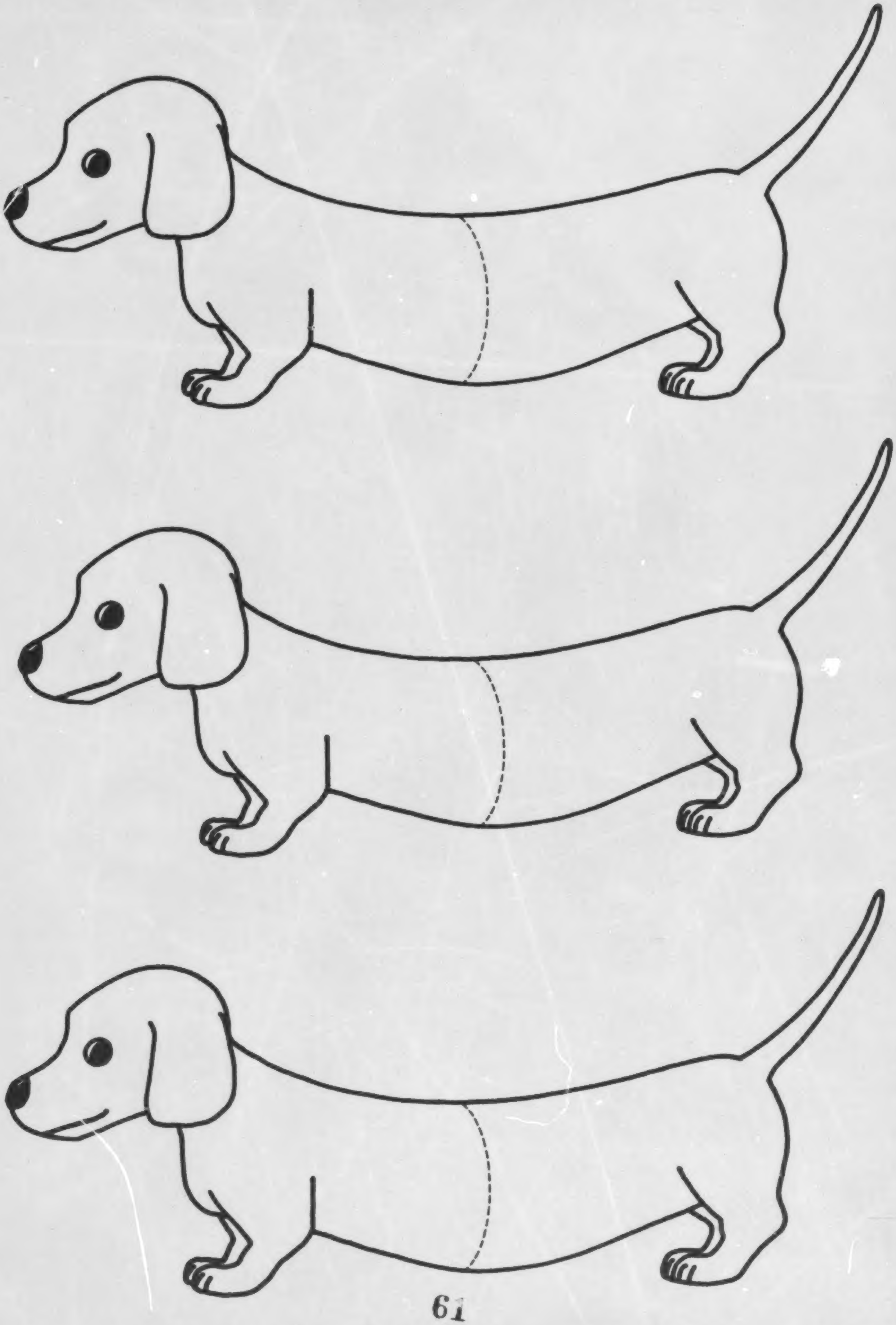

blue bell

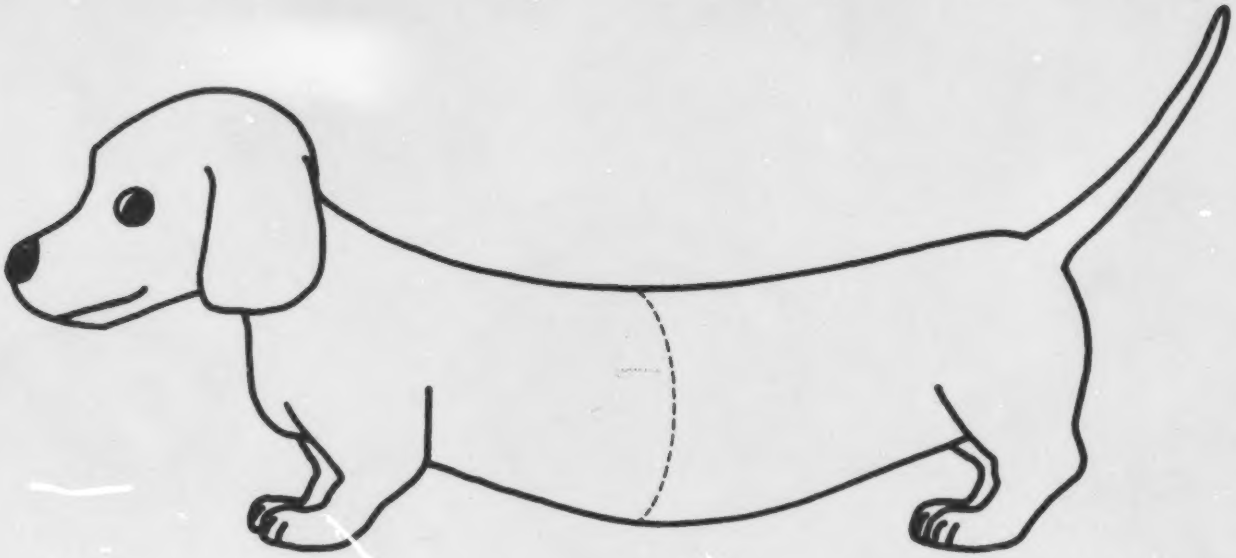

cook book

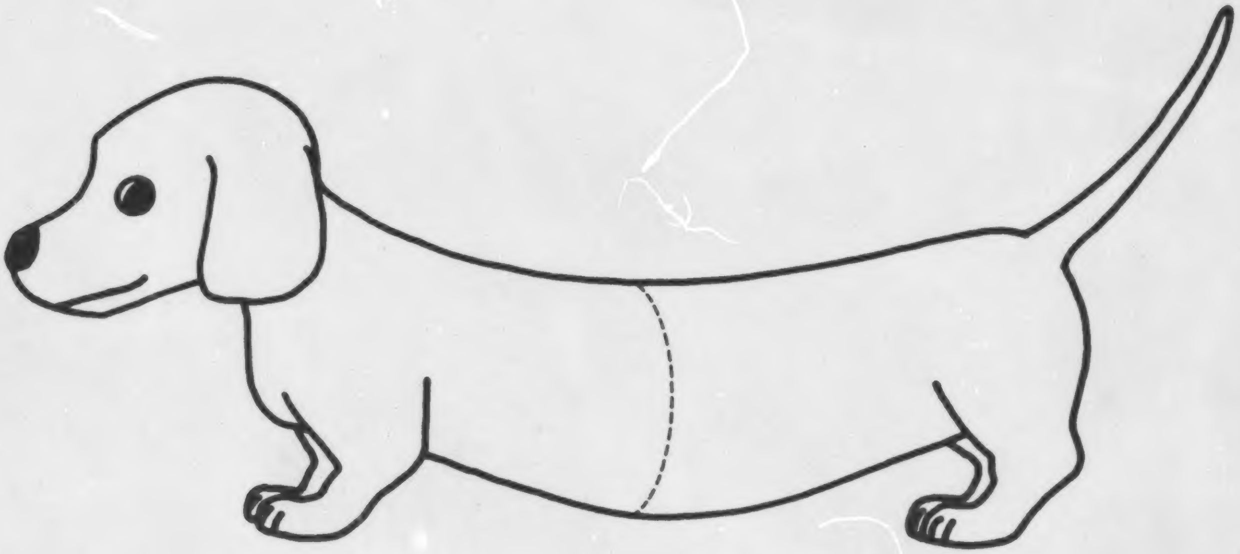

fire man

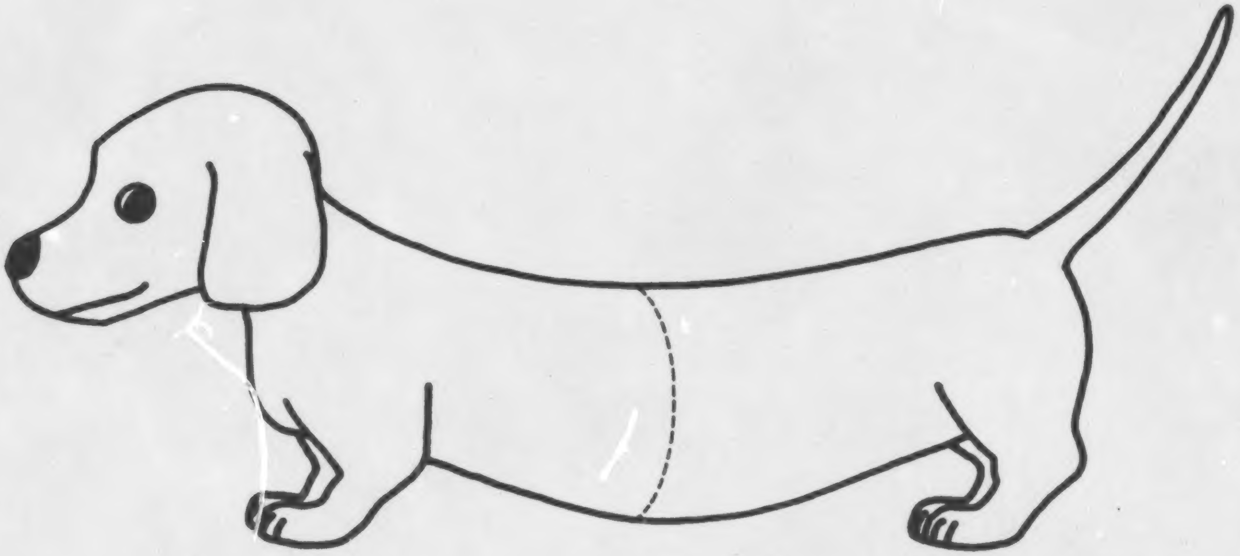

gold fish


red bird









Skill: Identifying Words That Start with the Same Sound

Procedure:

1. Tell your child that you are going to say two words, such as "Sam"–"sand." If they start with the same sound, he/she is to jump up and down. If they do not, he remains sitting.

2. Continue saying pairs of words. Some should start with the same sound and some should not.

Extension:

1. You say a word and see if your child can say a word that starts with the same sound as yours.

2. Reverse roles; have the child say a word and you say one that starts with the same sound.

Source: Teacher-made

Skill: Reinforcing the Use of Contractions

Materials: Deck of 31 cards (15 contractions and 15 words plus one old pig)

Procedure: Old Pig Game (two players)

Decide on who will deal cards by some fair means.

Dealer will mix up cards and give out 10 to each player and place 11 in a stack in the center of table.

Players will then see if there are any matches within their hand of cards. (Example: I'm – I am.)

These must be correctly matched and placed upright on table in front of each player.

After all the matches have been put together, the dealer goes first and can either draw a card from the other player or from the stack in the center.

If the dealer makes a match with the card drawn, then he or she gets to draw again.

When the dealer can not make a match from the drawn card, then the other player gets a turn.

The other player continues to draw as long as a match is made. When this player can no longer make a match then the dealer draws again, etc.

After all cards have been matched correctly, the player who is left with the "old pig" looses the game.

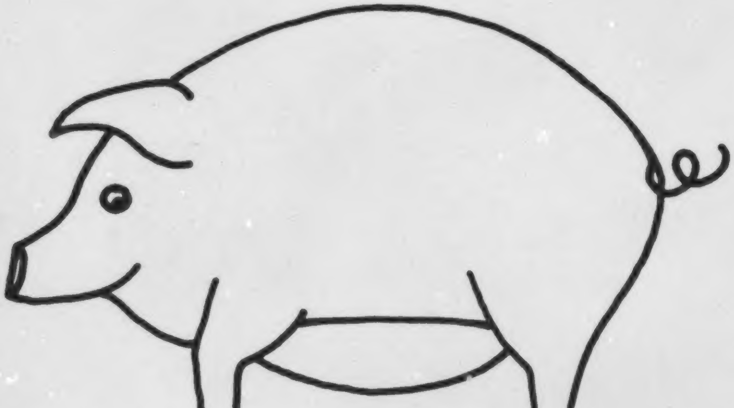
The contraction and the words should be pronounced as each match is made.

Variation: Winner is the one with the most words correctly matched.

Source: Teacher-made

it is

it's



Old Pig!

is not

isn’t

I am

I’m

that is	that's
will not	won't

have not

haven’t

there is

there’s

I will	**I'll**
can not	**can't**

I would	**I'd**
did not	**didn't**

we will

we'll

was not

wasn't

do not

don't

they are

they're

Skills: Auditory Perception
Discriminating—Rhyming

Materials: Poem

Procedure: Read the poem to the child and have him listen for words that rhyme as see—me, be—me, grown—own.

SHOES

Tom Robinson

My father has a pair of shoes
So beautiful to see!
I want to wear my father's shoes,
They are too big for me.

My baby brother has a pair,
As cunning as can be!
My feet won't go into that pair,
They are too small for me.

Source: Teacher-adapted

Skills: Sight Words: Matching

Materials: Activity sheet, 12 pennies, pair of scissors

Procedure: Have the child read the words on the chart below.

Try to remember where they are.

Cover each word with a penny.

Now take the list on the right and cut them apart.

Mix them up and turn them over.

The child will pick each one up, try to match it with the same word on the chart.

If they match, take the penny away.

The child wins when all the pennies are gone.

(Do not put a penny on the blanks.)

1. if
2. in
3. is
4. it
5. a
6. do
7. first
8. what
9. box
10. help
11. and
12. can

if		in	help
is	and	can	do
a	first		it
what			box

Extension: Have the child make up a sentence using the words on the list.

Source: Teacher-adapted

Skill: Letter Sound Relationships (word family: **an**)

Materials: Activity sheet

Procedure: Identify the words in the box.

ran

can

Ask what letters are the same in both words.

Have the child read the sentences and find the word in each sentence that ends like ran and can.

1. Come here and get this pan.
2. Is the fan on?
3. The man is in the bus.
4. This van will have to go.
5. Jan is in here with me.

Extension: Think of other words that rhyme with ran and can.

Source: Teacher-adapted

Skill: Recognizing the Medial Vowels: A, E, and I (in simple words)

Materials: Envelope, list of words from basal series

Procedure:

1. Insert list of words through the top and bottom slits in the envelope.
2. Move the list up and down so that one word at a time shows through the window.
3. Let the child identify the vowel and try to call the word's name by putting the initial and final sound with the vowel.

Source: Teacher-adapted

big
pig
fig
wig
dig

hat
cat
bat
rat
mat

bed
red
fed
led
wed

Skills: Concept of Self
What Is Seen Can Be Put into Words
Recognition of Some Words

Materials: Folders, magazines, paste, and marker

Procedure: This activity should take the whole month to complete.

Only one page at a time should be done.

Discuss the color of things, their size, their names (do write the names next to the pictures).

As you write a sentence under the picture, say the word out loud.

Go back over the sentence after it is completed, pointing to each word as it is said.

If the child wishes to read the sentence again, point to each word, giving help as needed.

This is not a reading lesson so don't insist that the words be learned.

When one page has been completed and thoroughly discussed, wait a few days before beginning another page.

Go over what has been done before.

Suggested Headings: Picture of self

Picture of family

Food the child likes

Favorite games

Pets

What makes the child sad or happy

Favorite TV program

What the child would like to be when he grows up

Extension: Put the sentence words on separate cards and have the child match the words to the ones in the folder. Help the child say the words.

Source: Teacher-made

Skill: Developing Motor Skills: Simple Cutting

Materials: Paper, pencil or crayon, scissors

Procedure: Draw lines of different shapes on a sheet of paper. (Examples: straight ———, curved 〜 .)

Give the child a pair of scissors with blunt points.

Ask the child to cut along these lines.

Extension: Have the child cut out pictures from magazines or books.

Select a picture in which the child will have to cut in different directions instead of straight lines.

Have the child put two or more pictures together to make a design.

Source: Teacher-made

Skill: Visual Discrimination: Colors

Procedure: Have child to take out some of his toys.

Using one toy at a time, ask the child to name the color of each.

Have the child repeat the color word several times. Then ask the child to place all of the toys that are the same color in the same groups.

Extension: Give the child a box of crayons and a sheet of lined paper.

You write a different color word on each line.

See if the child can match the color with the word.

Source: Teacher-made

Skill: Developing Memory and Recognition of Colors

Materials: Crayons

Procedure:

1. Place four different colored crayons in front of your child.
2. Have him/her name the colors.
3. As the child hides his eyes, remove one color.
4. Say, "1-2-3, look and see." Then ask your child to tell you what color is missing.
5. More or fewer crayons may be used. Be sure your child feels successful.

Extension: Read "November Colors" by Billie M. Phillips.

What's brown?
Roasted turkey,
Apple pie,
Hot thick gravy,
Rolls piled high.
They're brown!

What's orange?
Sweet potatoes,
Pumpkin pie,
Juicy oranges,
Stacked nearby.
They're orange!

What's yellow?
Butter melting,
Yellow cakes,
Lemon pies
My Daddy bakes.
They're yellow!

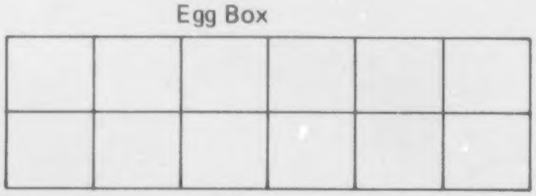
Ask your child to name the things in the poem that are brown, orange, and yellow. If he has trouble remembering, read only one verse at a time.

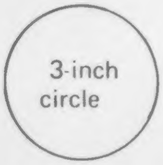
Source: Teacher-made

Skill: Recognizing Colors and Color Words

Materials: Egg box, 3-inch colored circles of all colors being taught, a small hard object (example: stone or nut)

Procedure:





Put the egg box on the floor.

Hand the child a small object and tell him to throw it gently at the box.

Whatever hole the object falls into, the child names that color.

Tell the child the name of the color if he does not know.

Extension:

1. Name a color and have the child name something in the house that is that color.
2. Make a color book with pictures that have been cut from old magazines, using one page for each color.

To make the book, cut an old newspaper in half and staple together on one side.

Use flour paste to paste the pictures onto the newspaper.

Flour paste recipe:
1 cup flour
enough water to make the flour like pudding
(Keep in the refrigerator when not in use)

Diagram 1

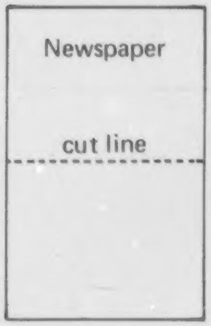
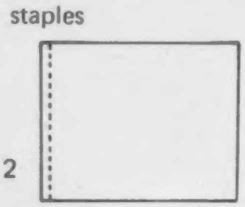


Diagram 2



Extension: Use same egg carton.

Give the child a small slip of paper with the color name printed on it.

Have the child match the color name with its color.

Give help when needed.

Extension:

1. Call attention to the letter or letters that the colors begin with.
2. Have the child name something else that begins with that sound.
3. Have the child cut out words from the newspaper that begins with that same letter. Tell the child what the word is.

The child may like to paste or write these words in a word book.

Source: Teacher-made

Skills: Association of Ideas
Left-to-Right Progression

Materials: A parent and one or more players, paper, and pencil

Procedure: Have the child raise his left hand.

Give the child some simple directions using his left hand as:

Left hand out.

Left hand down.

Left hand up.

Then change the directions using the right hand.

Give the child a sheet of lined paper.

Have the child trace each line with a pencil from left to right.

Look closely to see that the child traces each line from left to right.

Extension: Have the child lie flat on the floor.

Ask the child to roll to the left and then to the right.

Continue this exercise of rolling from left to right by picking up speed as you call the directions.

Have the child roll in each direction at least three times.

Source: Teacher-made

Skill: Positional Words (in/out and over/under)

Materials: Small toys and/or household items, a small box

Procedure:

1. Gather a few small objects together and name them with your child.
2. While sitting on the floor or at a table, begin. Give your child directions using "in" and "out." (For example: "Put the spool in the box." "Take the spool out of the box.")
3. Ask your child questions such as: "What is in the box?" or "What is not in the box?"
4. Follow the same procedure using the positional words over and under.

Extension: You may also have the child place himself "in" and "out" of something such as a chair, room, etc. Also, he may position himself over and under the furniture, boxes, etc.

Source: PREP Program, Horry County

Skills: Left/Right Orientation
Following Oral Instructions

Materials: Drawn shapes of hands and feet (provided or made by the child)

Procedure: Place the hand shapes in front of the child and have the child place his hands over the drawings. Indicate thumb placement.

Have the child again place his hands on the drawing one at a time and indicate either left or right.

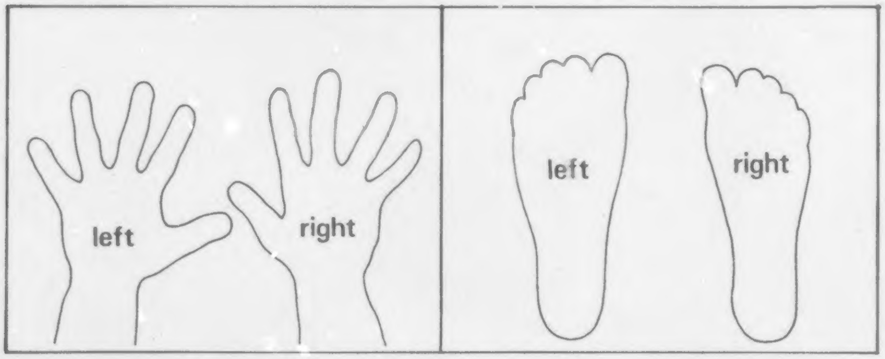
Mix the drawings and see if the child can correctly place his hands. (Remember to name the hand as he places it on the drawing.)

Place drawing in front of the child and have the child pick up objects with the hand that you name. (Example: Pick up the pencil with your right hand. Touch your head with your left hand.)

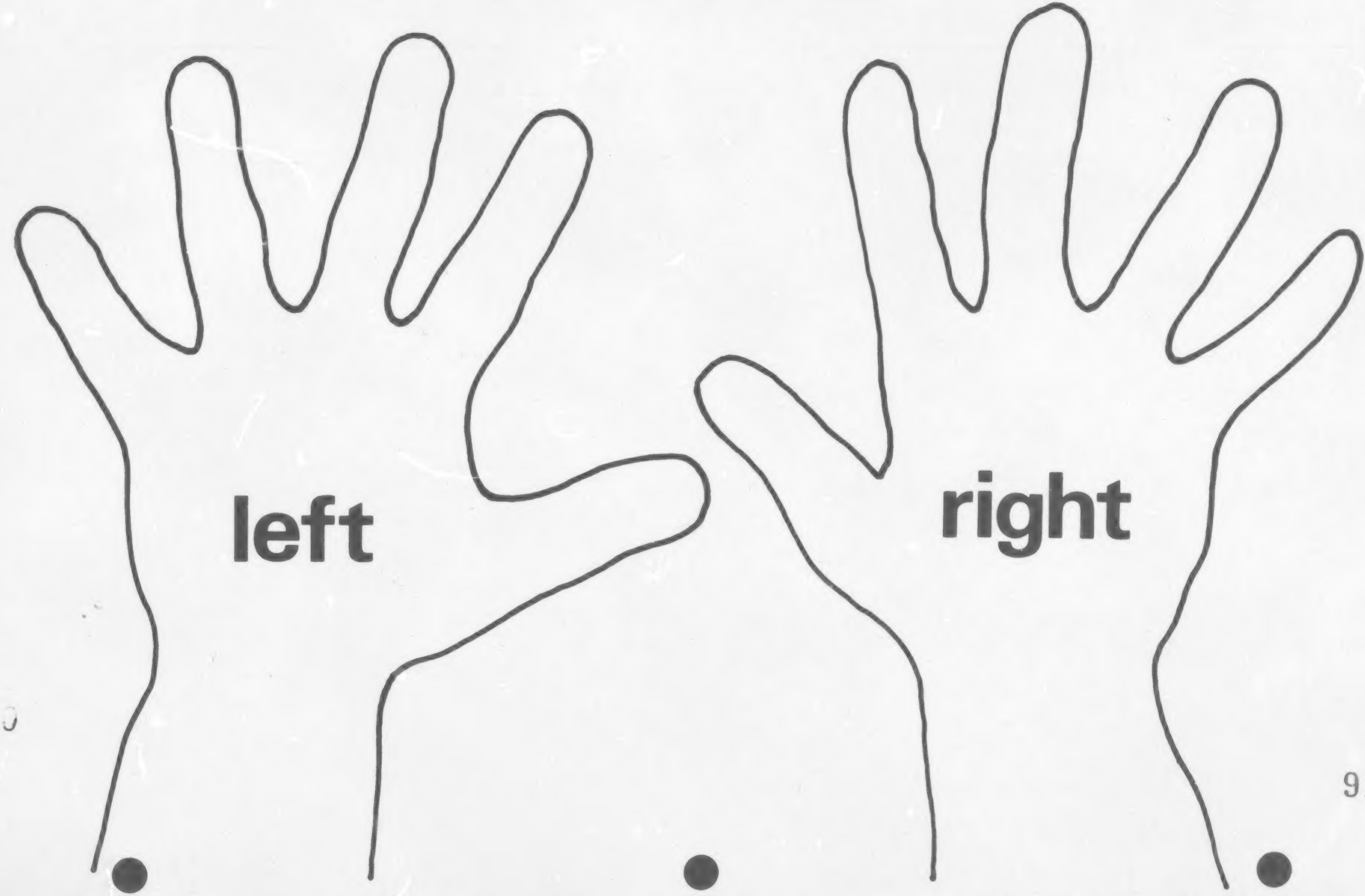
Continue to give help as long as needed.

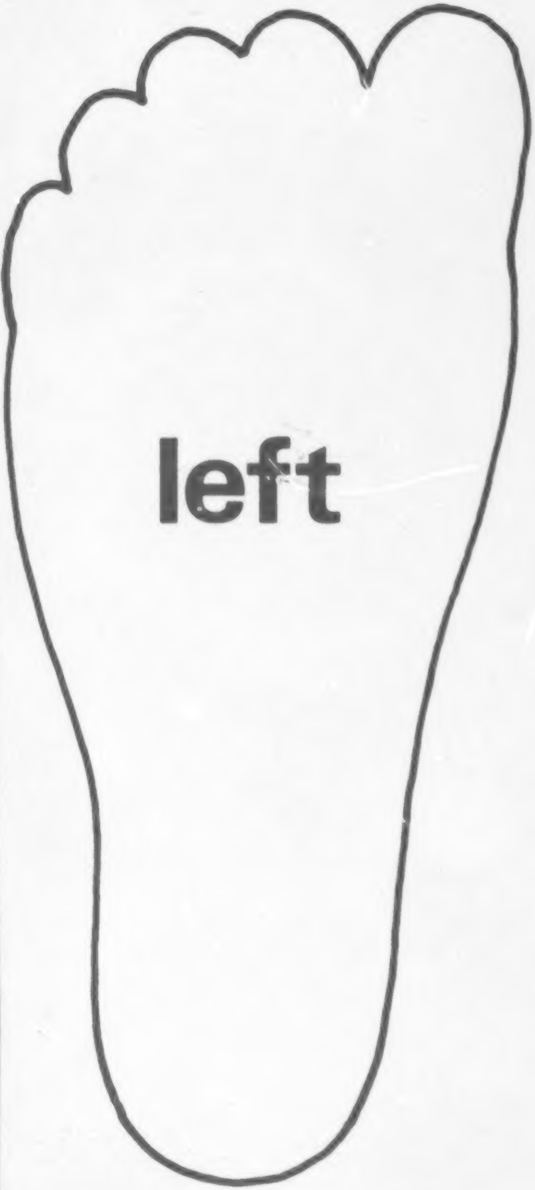
Follow the same procedure for the drawings of the feet.

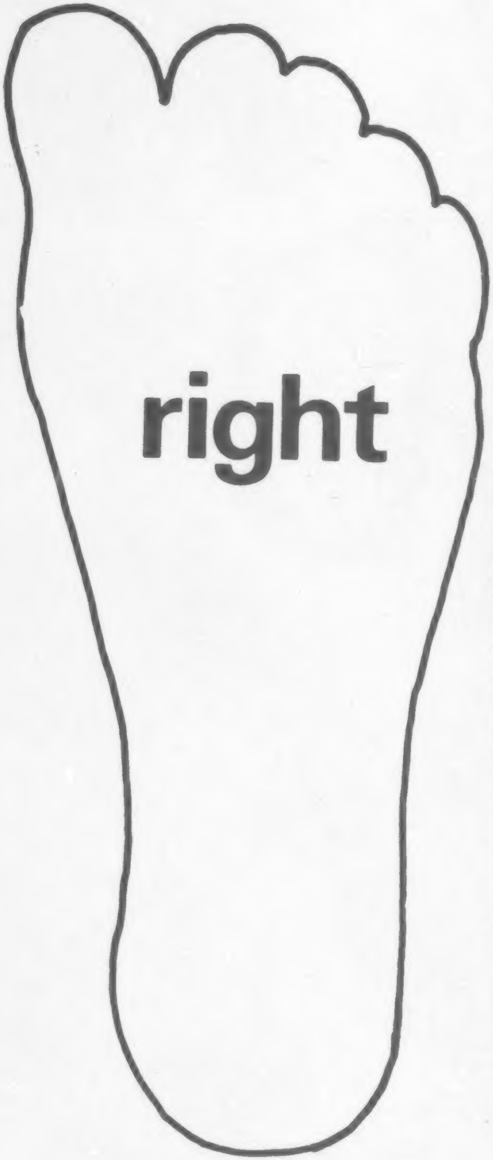
When you feel that the child has learned this skill, play a game such as "Simon Says"; include use of both hands and feet.



Source: Teacher-made


left
right


left


right

Skill: Visual Perception

Materials: Magazine or a picture scene

Procedure:

1. Show the child the picture scene for a designated amount of time.
2. Remove the picture from view, and ask the child to name the things that he saw.
3. Have the child answer in complete sentences.

Extension:

1. Follow the same procedure above changing from simple to complex pictures and letting the child see the pictures for a shorter length of time.
2. Have the child find things that are alive, things that are red, things that are blue, etc.

Source: Teacher-adapted

Skills: Learning Shapes
Learning One-to-One Correspondence

Materials: Set of keys on some type of key ring

Procedure:

1. Lay the keys down and separate them so they can all be seen. (It is not necessary to remove them from the key ring.)

2. Say, "Let's play a key game. See if you can guess which key opens the door to our house." If the child does not readily recognize the key by its shape (or color), give an appropriate clue.

   Examples of clues:

   It's the longest (shortest) one. It's round (square) at the top. It's shaped like a triangle (rectangle) at the top. It's a gold one.

3. Continue until all the keys have been guessed.

This is a good game to play any time you and your child have to wait together (for example, at the doctor's office).

Extension: Count the keys.

Talk about how each key goes to only one thing.

Talk about the ways some of the keys are the same and the ways they are different.

Source: Teacher-made

Skill:	Language Development
Materials:	Parent and child

Procedure: Talking about "what happened today" is a simple way to give your child practice with words. Children learn to use language well when they have a chance to talk about things that really matter to them.

Take about ten minutes—at a time when you feel relaxed. Perhaps after supper, before bedtime, or at the dinner table, if that's a quiet time in your day, would be good opportunities.

There are many ways to ask, "What happened today?" which will make it easier for your child to talk about the day. Here are some questions you might use:

> What did you do first this morning?
>
> What did you do after lunch?
>
> Can you tell me something special that happened today?
>
> Did anything bad happen that you want to tell me about?
>
> Whom did you see today?

Give your child a chance to share bad things as well as good ones.

Smile and nod once in a while to let your child know you're listening.

Extension: Let your child help plan a trip for the family. Talk about where to go, how long you will stay, what you will need to take with you, and things you expect to see.

Talk about your past trips and compare them with the trip you have just planned.

Source: Teacher-adapted

Skills: Labeling Objects

Materials: Index cards 5" X 3", crayons, masking tape or string

Procedure:

1. Choose one room in your house and have your child name objects in the room (for example: refrigerator, table, door, etc.).
2. Print the name on small index cards and help the child tape or tie it to the object.

Extension: Later print the same words on another set of cards and see if the child can match these cards with the labels.

Source: Teacher-made

Skills: Categorizing, Relationships
Motor Skills: Cutting and Pasting
Reading and Writing

Materials: Newspapers, magazines, scissors, paper, paste

Procedure:

1. Ask the child to look through the newspaper or magazine and cut out things that show his personal interest as: Things I Like to Do, My Hobbies, My Favorite Foods, My Pet, New Cars.

2. Paste the pictures on paper and write a simple title the child can read. He may want to copy the title himself.

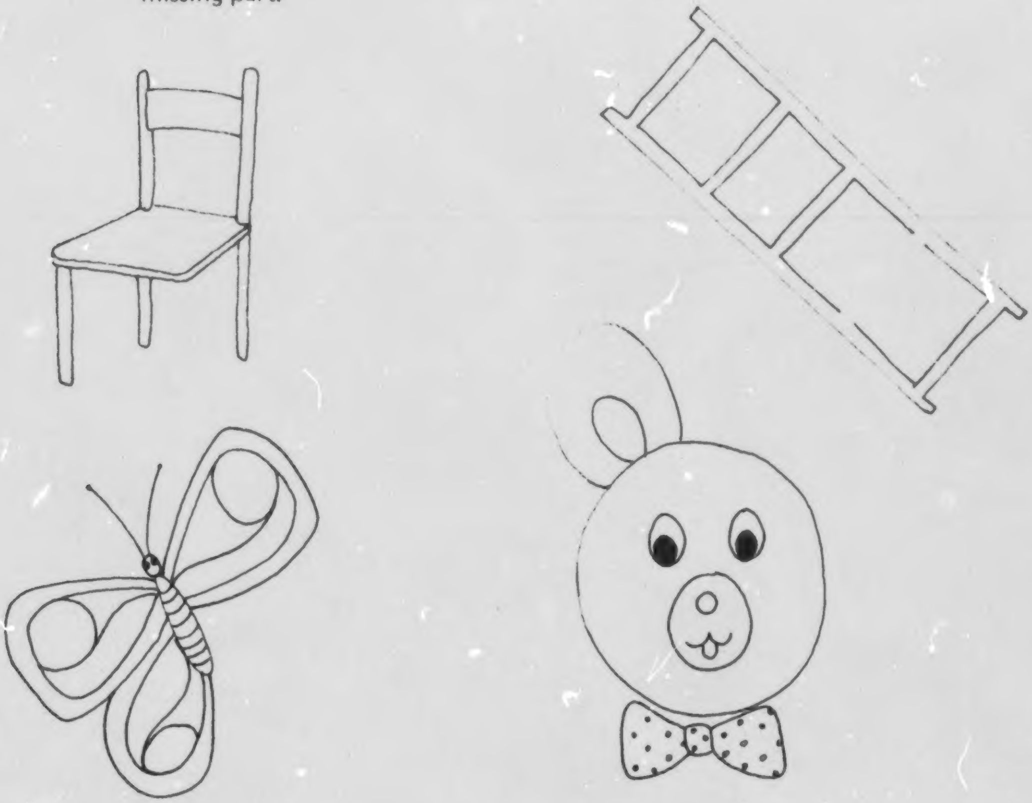
3. Have the child find pictures that represent his parents, brothers, sisters, grandparents, friends, etc. Cut them out, paste them on paper, and help the child print the name under each picture and identify it by name.

Extension: Let the child think of different things he would like to look for and follow the same procedure.

Source: Teacher-adapted

Skill: Visual Perception

Procedure: Ask the child to find what's missing in each picture and to draw in missing part.



Extension: Have the child look for objects in the room that he can draw leaving a missing part.

The child will let you name and draw the missing part.

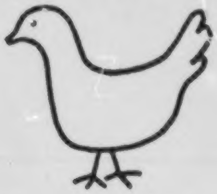
Language Development: Ask the child to tell about each picture in complete sentences. Ask him to tell how each object is used.

Source: Teacher-made

Skill: Visual Perception

Procedure: Point to the bird at the top of the page.

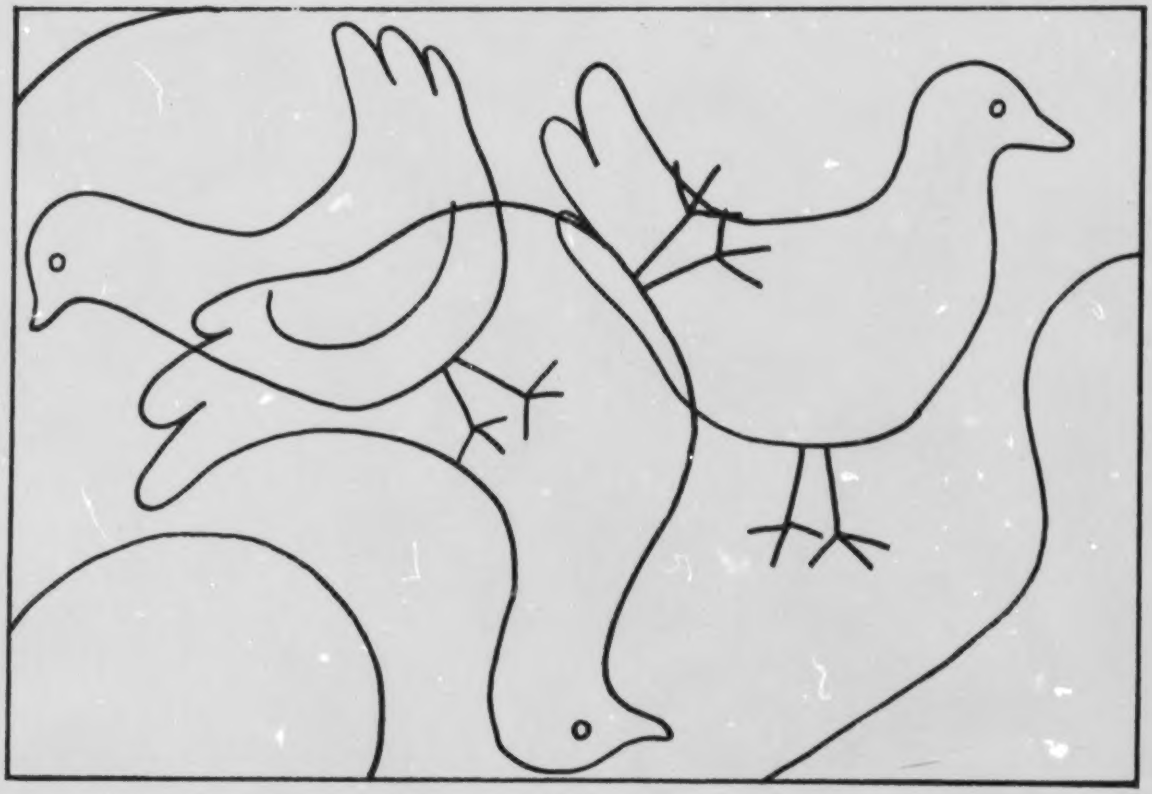
Ask the child to find three birds in the picture and outline each one with a different colored crayon.



Extension: Have the child look for objects in the room that are round, rectangular, and triangular shapes.

Language Development: Ask the child to tell about the birds in complete sentences. Have him point to each bird as he says, "This is the red bird."

Ask him to tell something each bird can do.



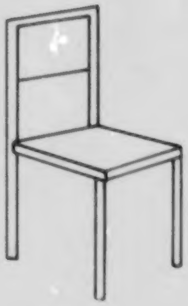
Source: Teacher-made

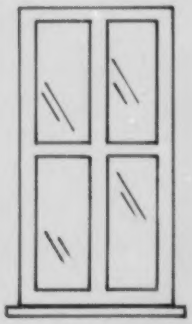
Skills: Visual Perception
Language Development

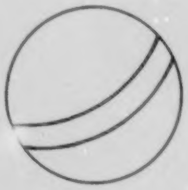
Materials: Objects in the home

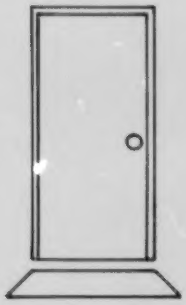
Procedure:

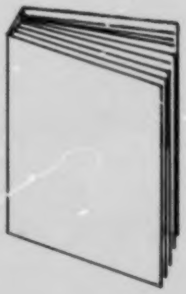
1. Point to the first picture. Ask the child to find the real object in the room that is like the picture.
2. Have the child tell you everything about the object: size, shape, color, how it is used, how it is like the picture, how it is different from the picture, etc.
3. Do the same for each picture.


Chair


Window


Ball


Door


Book

Extension: Have the child find pictures of other objects found in the house. Let the child cut out the pictures and paste them on paper.

Source: Teacher-adapted

Skills:	Identifying Objects When Given Verbal Clues Describing Objects by Giving Verbal Clues
Materials:	Paper bag, mystery objects (any household objects or toys)

Procedure:

1. Place a mystery object in the paper bag. Give your child clues such as the color or size of the object, what it is used for, etc.

2. Have the child guess what is hidden in the bag.

3. Reverse roles. Have the child choose an object to hide in the bag. Then he/she will give clues to you.

If your child has trouble giving clues, you can help by asking leading questions.

Source: Teacher-made

Skill: Recognition of Capital and Lowercase letters

Procedure: Cut out an article from the newspaper, magazine, or an old book.

Ask the child to point to several capital letters.

Have him name the letter as he points to it.

Then have the child finger trace the letters.

Use the same procedure for the small letters.

Extension: Have the child look at names on appliances.

Ask the child to name the letter and tell if it is a capital letter or small letter.

Source: Teacher-made

Skill: Recognition of Capital and Small Letters

Materials: Letter squares (52 squares) with capital and lowercase letters printed on each square

Procedure: Cut out all letter squares.

Put the capital letters face up on the table and give the student the small letters. (The star in the corner of the small letter squares shows that this is the bottom of the letter.)

Have the student match the small letters to the capital letters, then reverse the procedure.

Extension: Turn all cards face down on the table and try to match the small letter to the capital. Only when there is a match can the student keep the cards.

Source: Teacher-made

A	a	B	b
C	c	D	d
E	e	F	f
G	g	H	h

I	i	J	j
K	k	L	l
M	m	N	n
O	o	P	p

Q	q	R	r
S	s	T	t
U	u	V	v
W	w	X	x

Y	**y**	**Z**	**z**

Skills: Dictating a Story
Seeing Ideas Translated into Words

Materials: Paper, pencil, and crayons

Procedure:

1. Talk with your child about some experience he has had. It might be something that happened at school or while playing with a friend or pet.
2. Print the "story" as he tells it to you. It need not be long or complex. A sentence or two is enough.
3. Read his story back to him.
4. Have him/her draw a picture to illustrate the story.

Extension:

1. Have your child tell you about a picture he/she has drawn. As he is telling the story, write down his words on the paper.
2. Write about a magazine picture or photograph of the child taken at some special occasion.

Source: Teacher-made

MATH ACTIVITIES

Suggestions to the Teacher:

1. Read the introduction to this material (p. ii) to determine the purpose of this publication.

2. Determine those students who could profit from at-home reinforcement of content currently being studied.

3. Select an activity that relates to this content and make a copy for each student identified. Mathematics strands are identified in the Table of Contents.

4. Make a copy of the evaluation form (p. 178) for each activity selected.

5. Send the activity and evaluation form home with the student along with an appropriate note to the parents suggesting a reasonable time for completing the activity and requesting that the evaluation form be returned.

6. Keep a file of evaluation forms to help determine the more successful activities.

Skills: Reinforcing Recognition of "Biggest" and "Smallest" Numbers
Following Directions

Materials: Strips of paper with numbers, pencil

Procedure: Direct the student as follows: Put a circle around the "biggest" number and put a square around the "smallest" number on each strip.

Source: Teacher-made

19 26 28 24 16 12 15

8 2 9 7 4 3 6

19 23 38 7 25 18 13

22 26 29 23 26 24 25

18 15 12 13 10 14 19

23 27 29 25 15 18 19

Skills: Visual Recall, Counting, and Connecting an Abstract Idea to the Real World

Materials: A paper bag and various household items such as a spoon, a comb, a pencil, etc.

Procedure: Place five items in a bag. Have each item counted by your child as he removes it from the bag. Then, discuss the items. Place them back in the bag. Later in the day, see if your child can remember what is in the bag and how many. Do this often with different objects and amounts.

Source: Teacher-made

Skill: Sequence: First, Second, Last

Materials: Comic strip, tab board, glue, scissors

Procedure: Read a comic strip with your child. Glue the strip to the cardboard. Then cut the strip apart.

Let the child place the pictures in proper order. Talk about: Which happened first? What was next?, etc.

Extension: After a shopping trip, talk with your child about where you went first, next, last. Help your child get in the habit of noticing the order of activities and happenings.

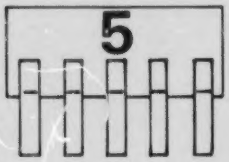
Source: Teacher-made

Skills: Counting Objects
Relationship of Numerals to Objects
Learning Number Words
Practicing Addition and Subtraction

Materials: Cardboard, clothespins

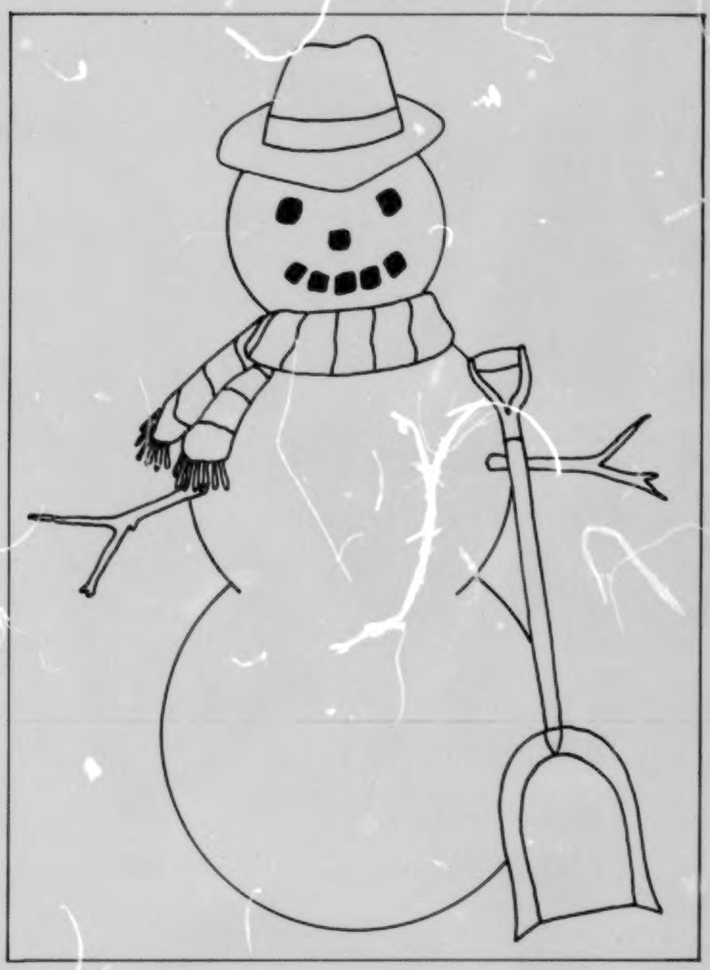
Procedure: Cut rectangular cards out of cardboard. Write the numeral "5" (for example) on a card. Make five small squares near the bottom of the card. As the child counts, let him use clothespins to cover each of the little squares. On the back of the card, write the number word "five."

Source: Teacher-made



Skill:	Recognizing Numerals 1-7 and Making Matching Sets
Materials:	Paper snowman, small objects to use for buttons (beans, raisins, nuts, etc.)
Procedure:	Help your child cut out the snowman and number the squares. Start with numerals "1," "2," "3"; turn the numbered squares over. Ask your learner to select a card and tell you the number. Then encourage him to make a matching set of buttons on the snowman. Add numerals as your child shows an understanding of the sets already used. It should be more fun if each child draws his own snowman. A household object could be found to use for tracing circles.
Source:	Teacher-made

1	2
3	4
5	6
7	8



Skill: Ordering

Materials: Various sizes of measuring cups, cans, plastic refrigerator bowls, cardboard tubes, etc.

Procedure: Order measuring cups and refrigerator bowls from smallest to largest. Order cans and tubes from shortest to tallest.

Extension: Order glasses (with a different amount of water in each) from emptiest to fullest.

Source: Teacher-adapted

Skills: Counting
Shape Recognition

Materials: Christmas decorations at home and in the neighborhood

Procedure: This activity can be made up by you and your child. For example, count the round ornaments on the tree; count the yellow lights, blue lights, etc. Which tree is taller? What shape is the wreath, the tree, etc.? Let this be a spontaneous activity—for fun and shared experiences.

Source: Teacher-made

Skills: Recognition of the Numerals That Name the Counting Numbers 10-1
Recognition of the Order of the Counting Numbers 10-1
Matching the Number of Objects in a Set with the Numeral That Names the Counting Number (1-10)

Materials: Cut ten paper socks and put the numeral for one of the counting numbers 1 through 10 on each.

Cut ten paper socks and put circles to correspond with each of the counting numbers 1 through 10.

String to use as a clothesline, 10 or 20 clothespins

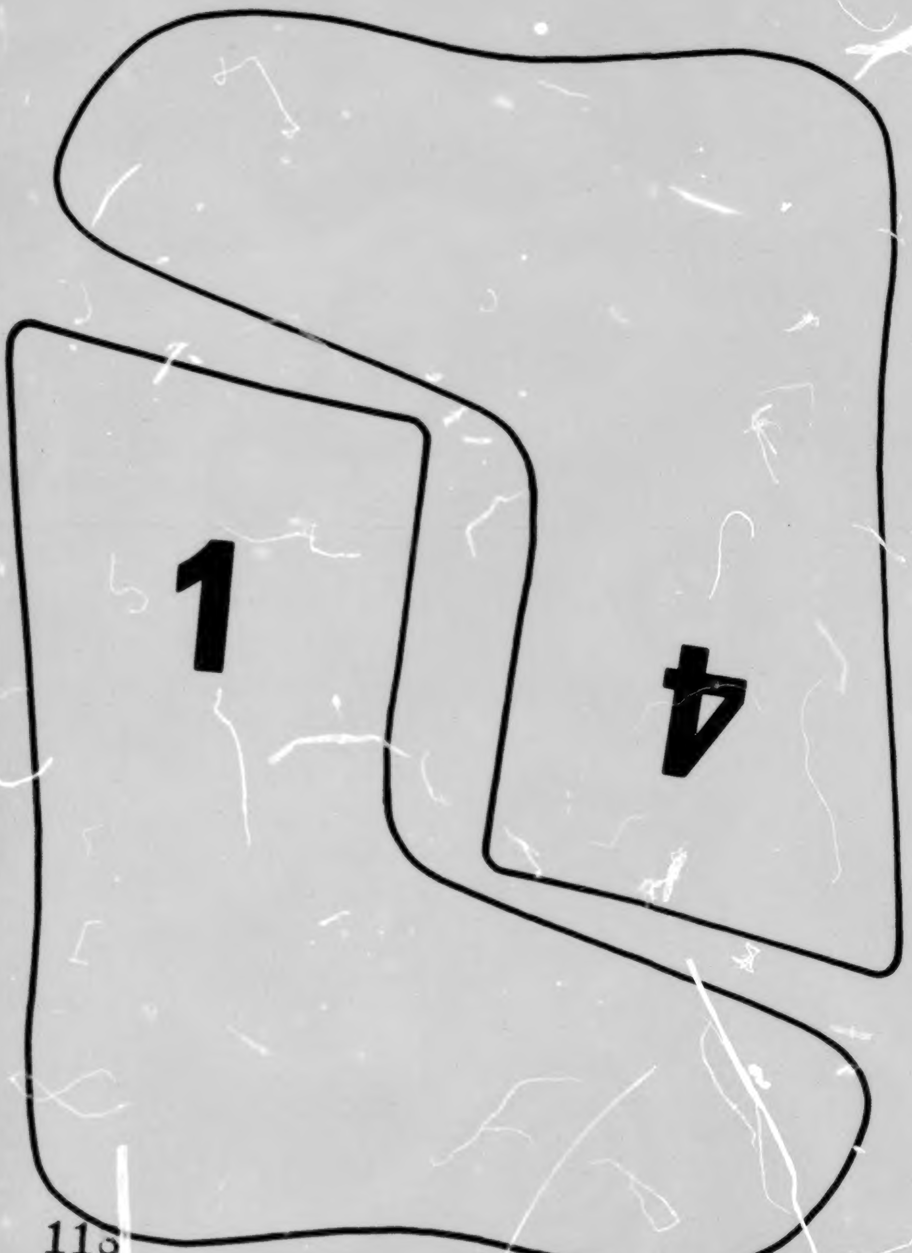
Procedure: Activity for one student

Tie the string that is the clothesline between two chairs or between any two convenient objects. Mix up the socks with the numerals and let the student hang them with the clothespins on the line in the proper order of 1 through 10. Encourage student to name the numeral as he/she hangs it up. If student is unable to get the numbers in the proper order, help him/her by placing the socks in the proper order and then let student name each number and point to it. Mix them up and let student name them before going back to the clothesline. Next, mix up socks with circles and let student hang the socks on the line either with or beside the numeral that corresponds with the number of circles on the socks. If a student has a problem, help him/her to count the number of circles on the sock, name the number, and then locate the numeral on the line that names that number.

Variation:

1. Could be used to order the counting numbers beyond 10.
2. Hang socks on line while student's back is turned or eyes covered, and leave one sock out. Let student name the number that was left out.
3. Hang one sock on line and let student name the number that comes before the number on the sock and the one that comes after.

Source: Teacher-made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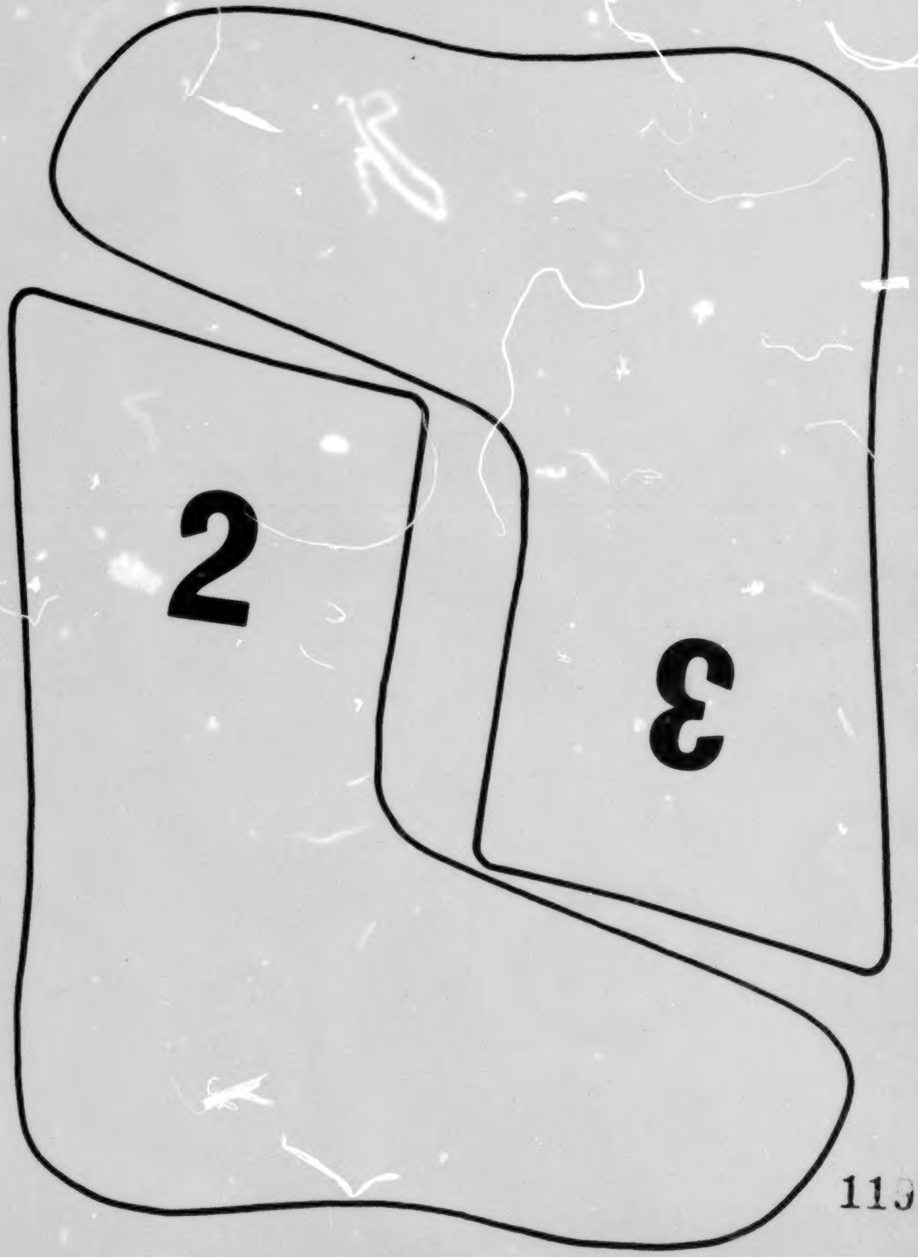
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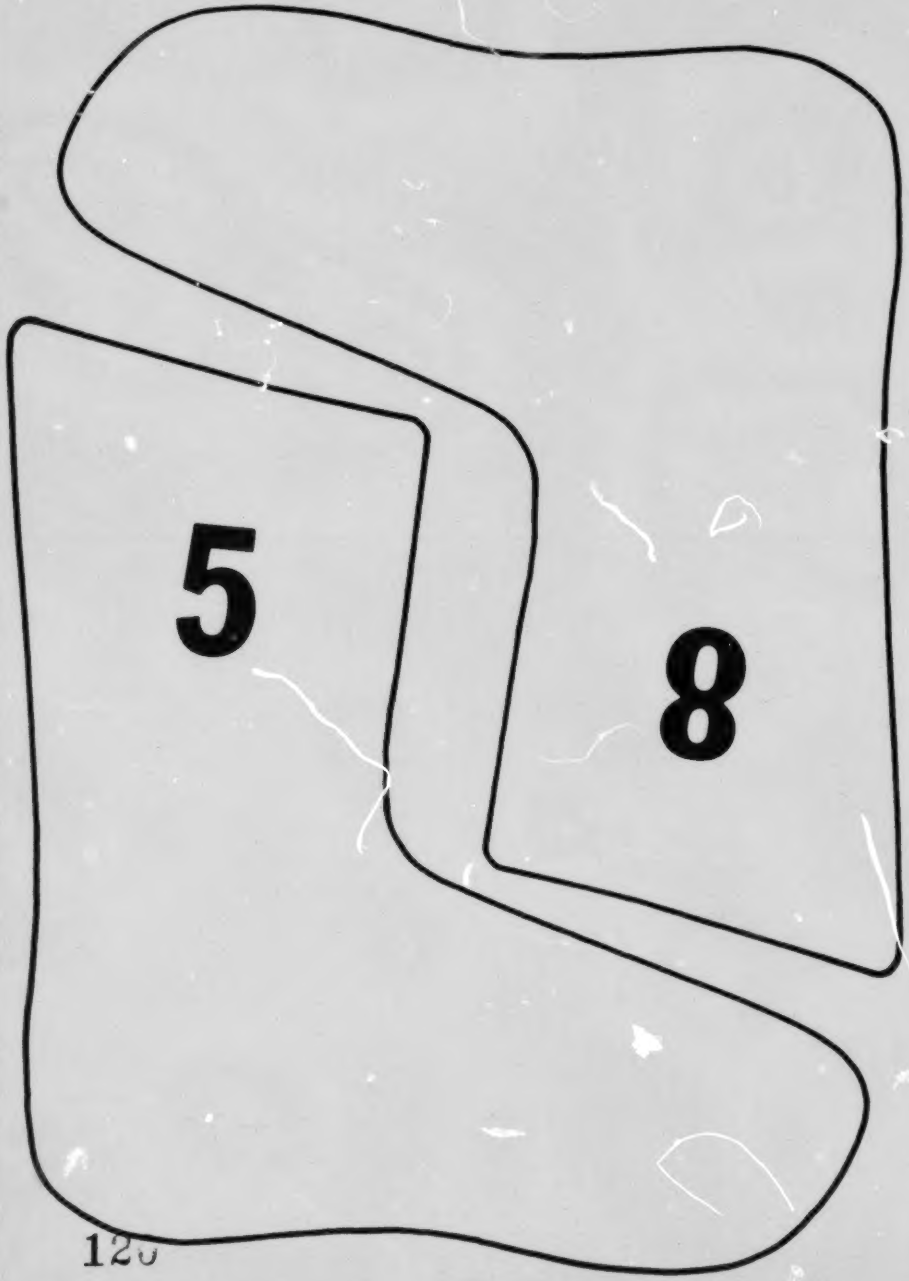
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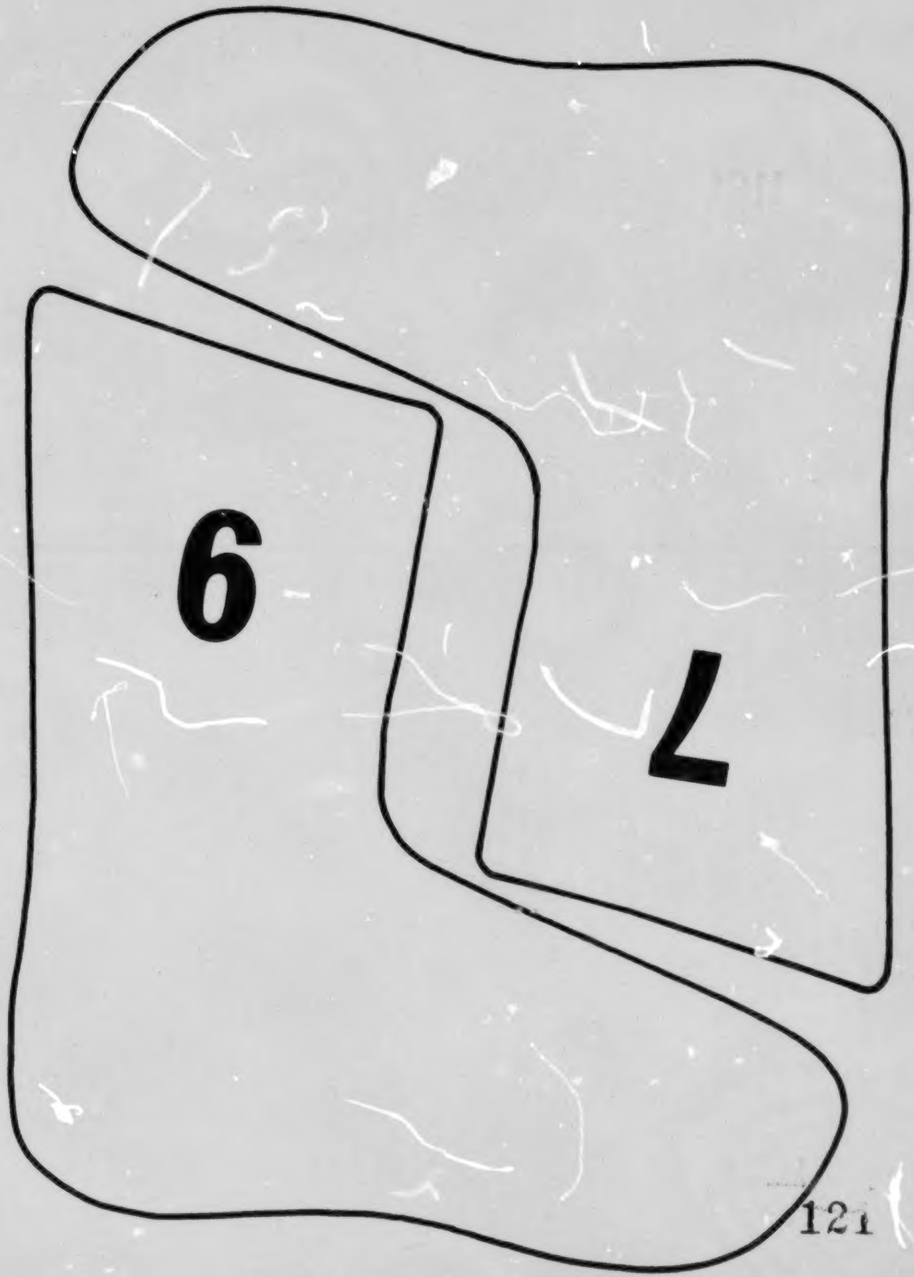
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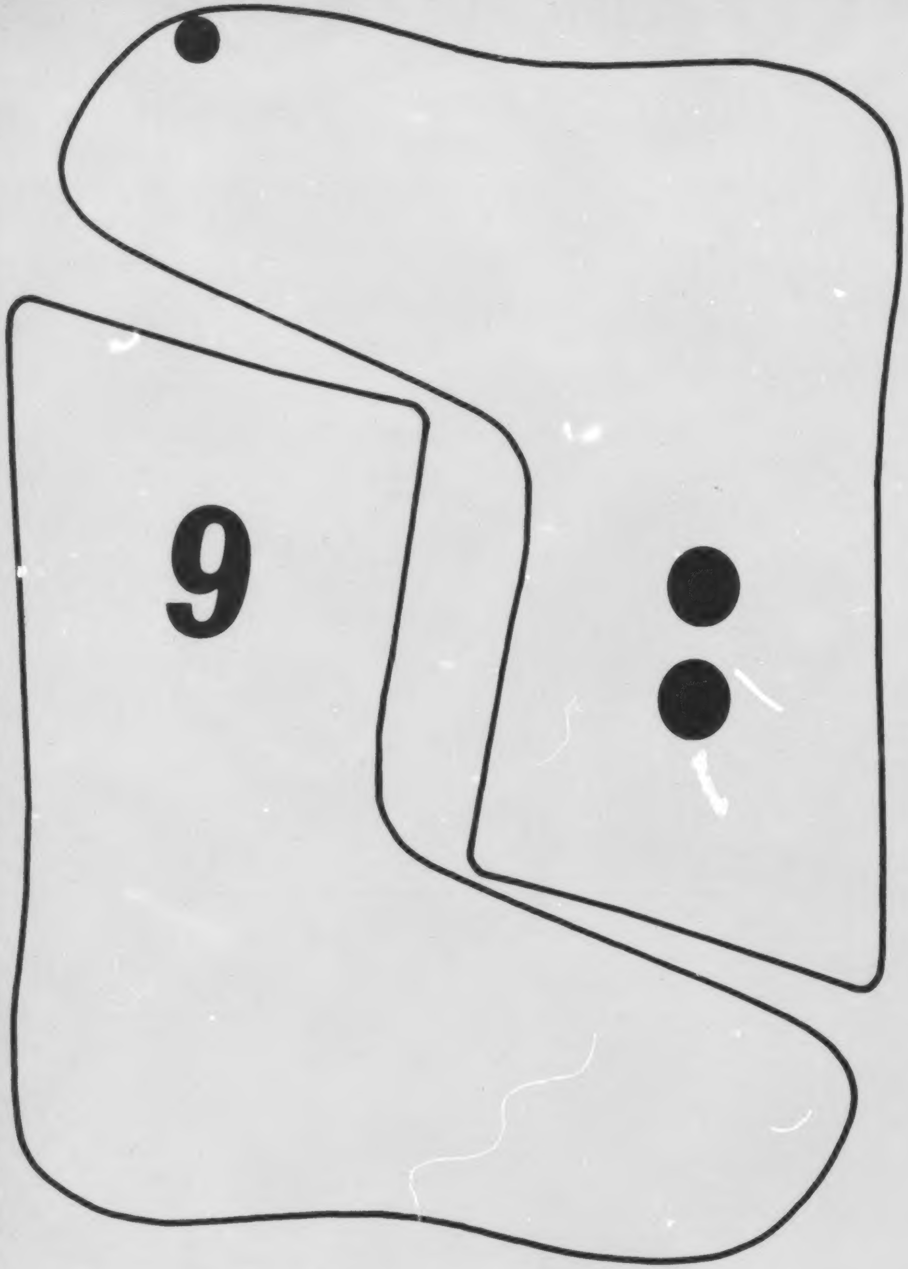
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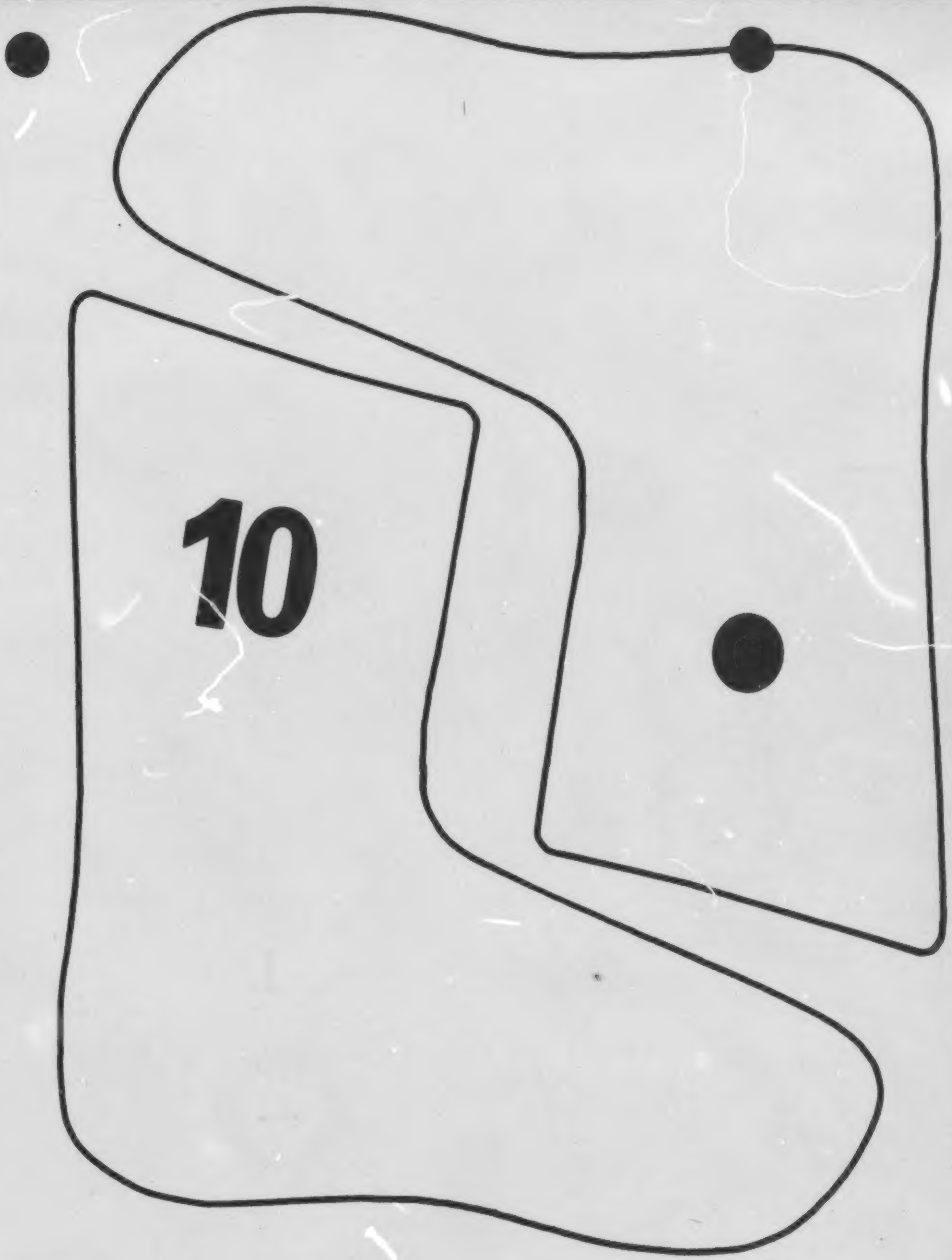
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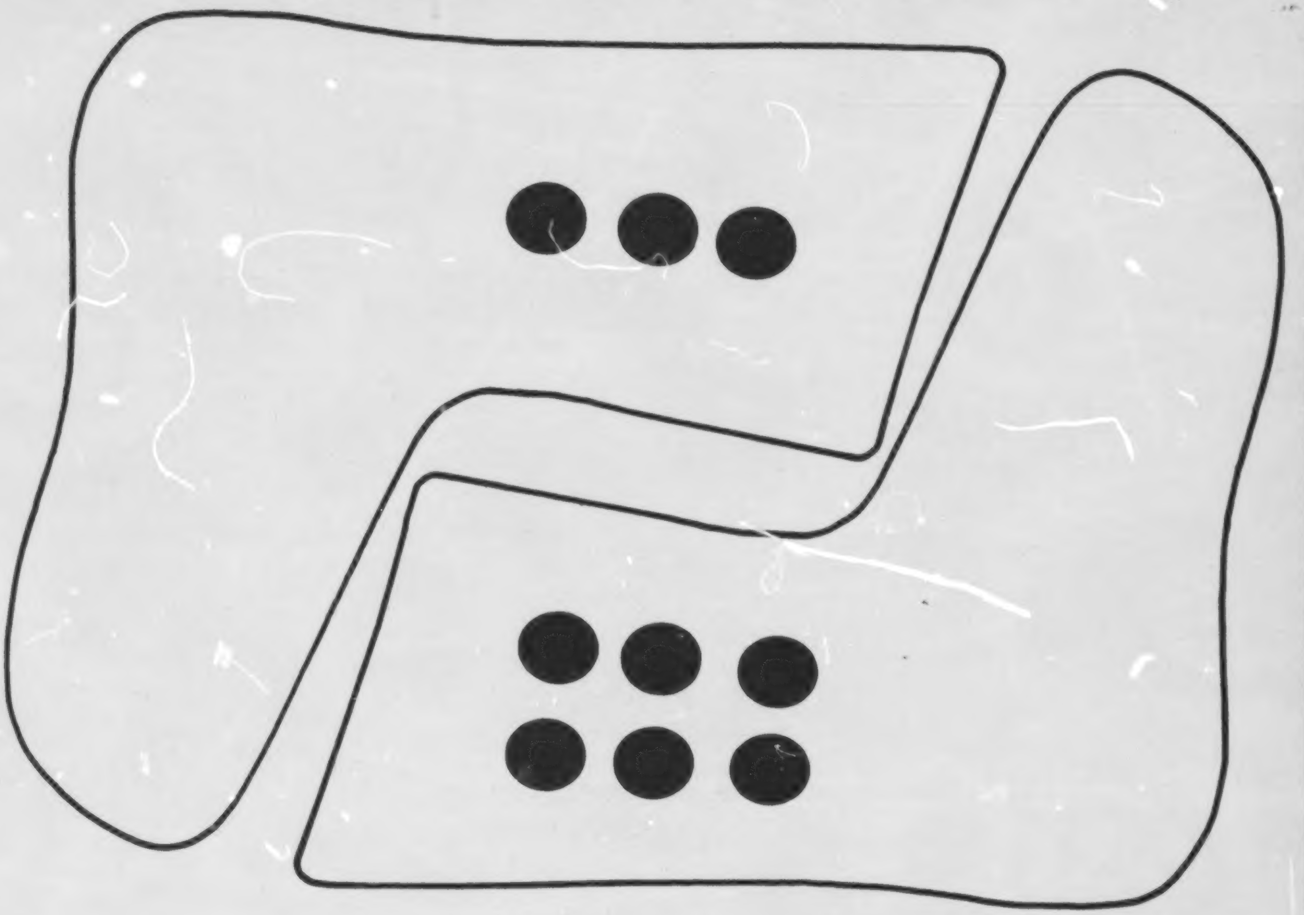
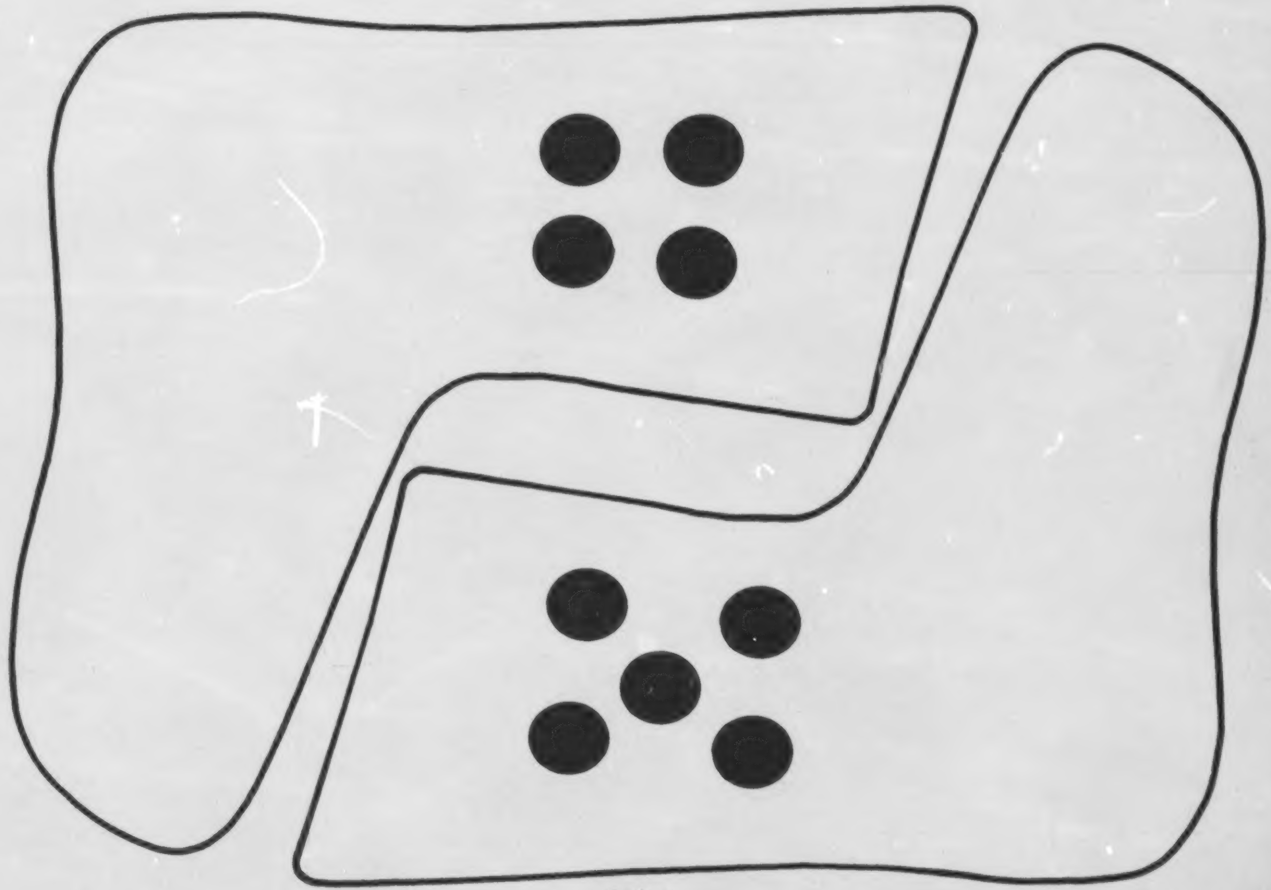
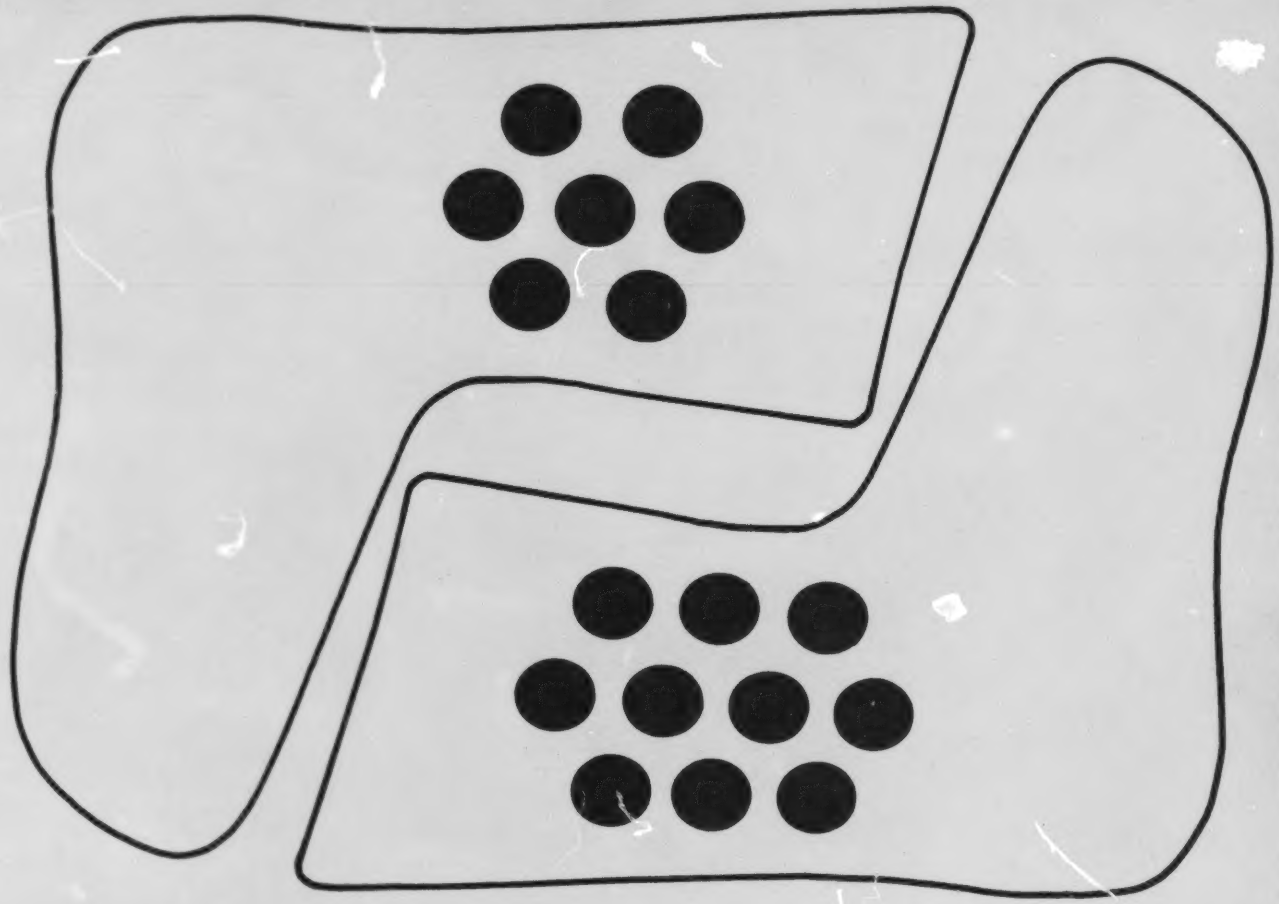
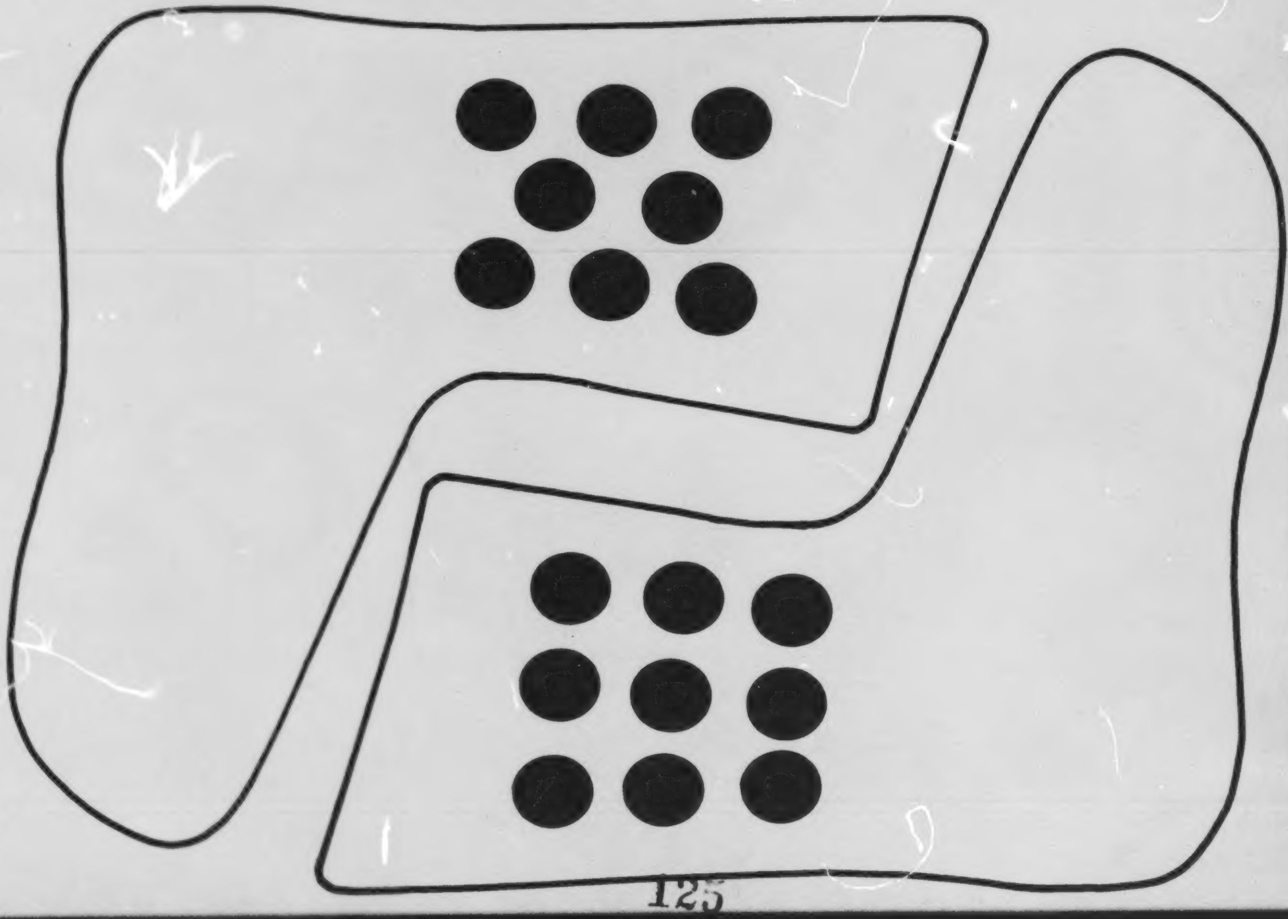








Skill: Counting and Making Equal Sets

Materials: Five (5) saucers or jar lids, beans, buttons, or other small objects

Procedure: Ask your child to take a handful of "beans" and put the beans in each saucer so that each saucer holds the same number of beans as the quantity being explored. For example, "I am thinking of the number 3. Will you put three beans in each saucer?" Begin with the numbers which your child knows best. Add a higher number only when your child has mastered the smaller quantities. The child should count the beans in each saucer to check his work. (This will be a good activity for continued review each week.)

Source: Teacher-made

Skills: Recognition of Numbers 1 Through 7
Recognition of Colors

Materials: Cut out of construction paper (assorted color package) ten cards about 3" by 4" in size. Use a different color for each card up to the seventh one, then cut three of the same color for bonus cards. Write a number from 1 to 7 on each card except the three bonus cards. On the bonus cards, paste or draw any picture or symbol you choose to denote that they are special cards. Place that symbol in the top left hand corner of the card. On that same card (bonus), write two numbers in addition form (1 + 3, 2 + 4, etc.). The numbers for adding shouldn't go higher than 6, and totals after adding no higher than 7.

Make a circular hopscotch grid on paper with 25 to 30 squares drawn in. An appropriate picture or drawing should be placed in the center of the grid to denote the winner's circle.

Markers: buttons, etc.

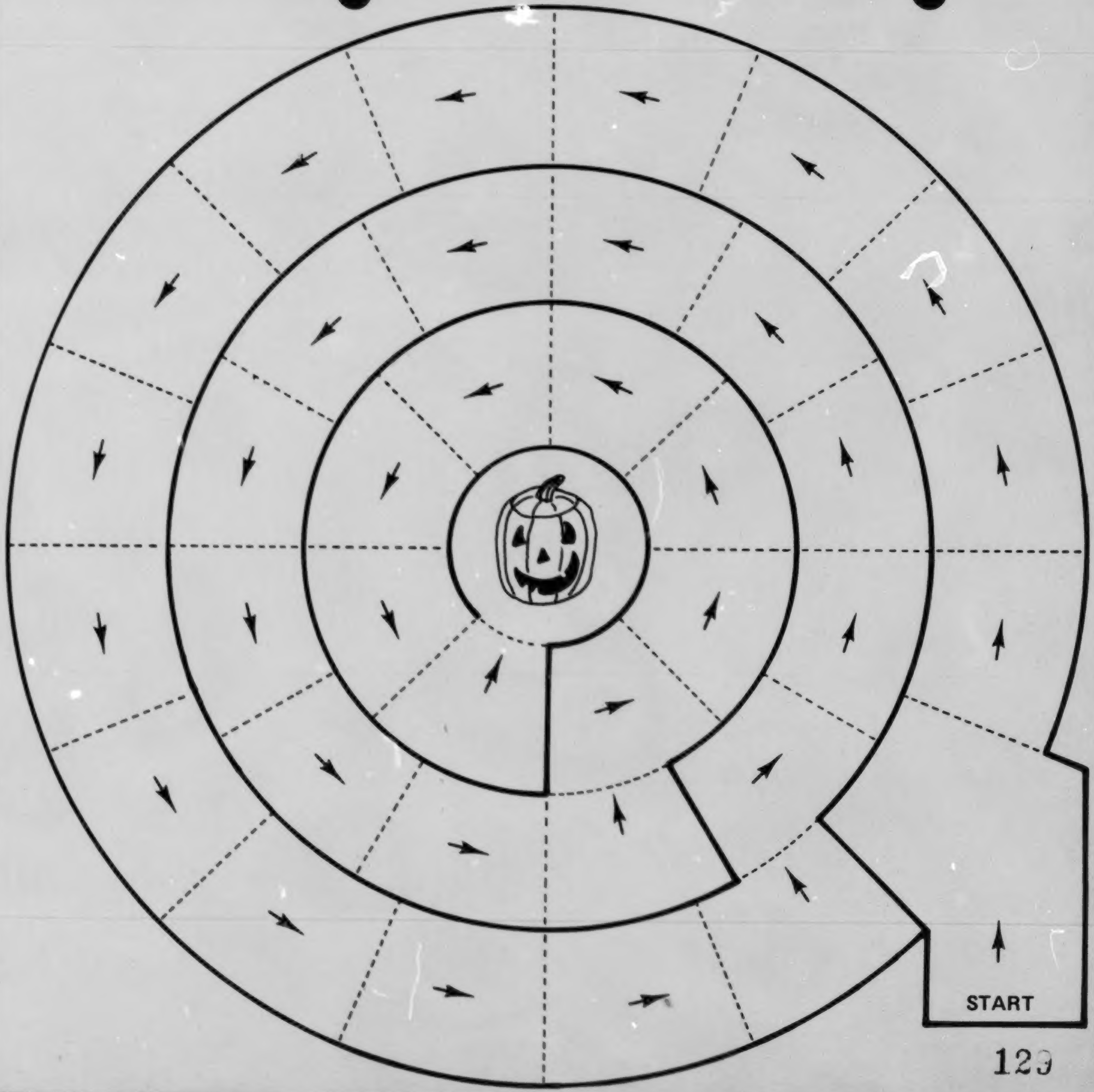
The symbols on the bonus cards and the symbol in the center of the grid can be changed to suit the occasion: pumpkins, witch—Halloween; turkey, Indian—Thanksgiving; etc. Stars or other regular symbols can be used also.

Procedure: Two (2) to four players

Shuffle the cards and place them face down on the table in a stack. Each player takes a turn picking a card after the order of play has been determined. Each time a card is taken, it must come off the top of the stack. As a card is drawn, the player identifies the color and number on the card. If he/she identifies both correctly, he/she moves his/her marker the number of spaces shown on the card. If he/she identifies only one thing correctly (color and not number, or vice versa), they move only one space on the grid. They then place the used card face up in a stack on the table. If a player draws a bonus card, he/she must add the numbers shown on that card. If this is done correctly, the player gets an extra turn. The winner is the first person reaching the winner's circle center of the grid.

Source: Teacher-made

7



2+4	**1+3**	**3+3**
1	**2**	**3**
4	**5**	**6**

Skill:	Matching Sets and Numerals 1-6
Materials:	One spiral game board, markers for each player, one regular die
Procedure:	Two (2) to four players

Players must toss a "5" to get over the puddle to start. Player tosses die and moves to the next numeral which names the set on the die. The first player to the jack-o-lantern is the winner.

Source: Teacher-made

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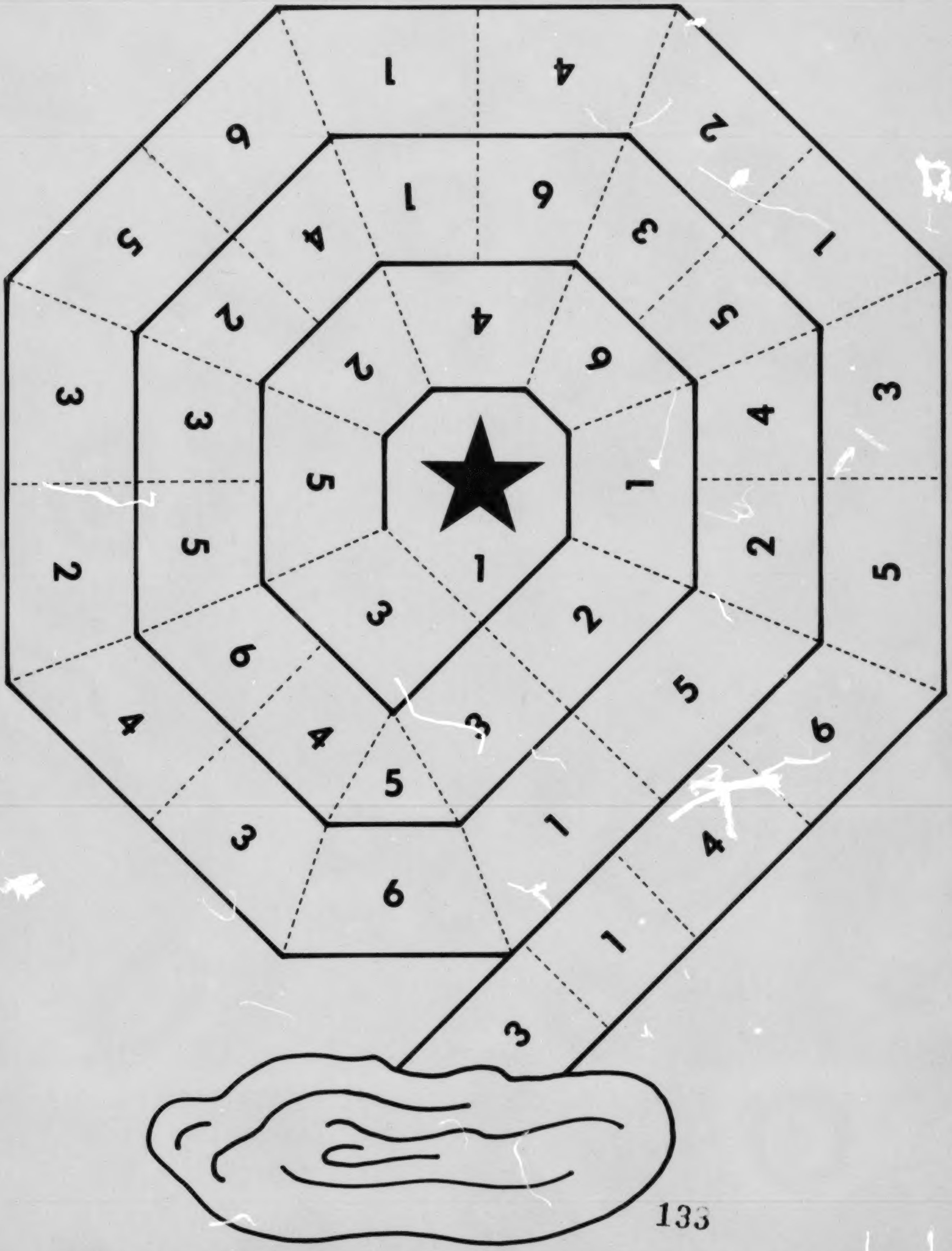
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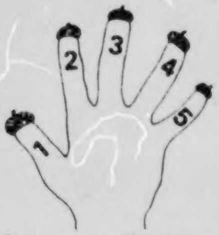
1
3

Skills: Recognizing Numerals 1-5, and Learning Ordinal Names (first, second, third, fourth, fifth)

Materials: Five (5) acorn caps, pen

Procedure: Place an acorn cap on each finger of the left hand. Write a numeral on each finger, beginning with the thumb ("1," "2," "3," "4," "5").



Ask your child to look at his five acorn fingers and point to each one as you say the finger poem together.

Five Little Acorns

Five little acorns hanging in a tree.
The first one said, "Just look at me."
The second one said, "I'm round like a ball."
The third one said, "I'm about to fall."
The fourth one said, "I'm going to be a tree."
The fifth one said, "Let's hurry and see."
Along came autumn; they fell to the ground.
Early next spring baby trees will be found.

Source: Teacher-made

Skill: Counting

Materials: Just look around your home and collect objects for counting.

Procedure: Count with your child objects such as beads, bottle caps, and the like. Other counting activities might include:

Count the apples in the bowl.

Count the mailboxes on your street.

Count the chairs in the house.

Count the windows in your house.

Count the number of plates on the table.

Just use counting all during the day.

Source: *How Your Child Learns about Math*
South Carolina Department of Education

Skill: Writing Numerals Correctly

Materials: Pencil, scrap paper to work on before writing on the work sheet

Procedure: Look at the code for the letters of the alphabet on the worksheet. Using this code, write the names called for, in numerals, in the top square. Make up a sentence and write it in numerals at the bottom of the work sheet. Use top squares. Parents may check the worksheet by writing in the letters below the numerals. Send messages to each other in numerals.

Example: Name of your city

Child	3	15	12	21	13	2	9	1
Parent	C	O	L	U	M	B	I	A

Source: Teacher-made

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

1. Your name (first and last)

2. Father's first name

3. Mother's first name

4. Your street

5. Your age (the word)

6. First and last name of a good friend

7. Make up a sentence and write it in numerals

Skill: Recognizing the Counting Numbers 10-40

Materials: Worksheet ("The House is on Fire"), 2 crayons

Procedure: Two (2) players

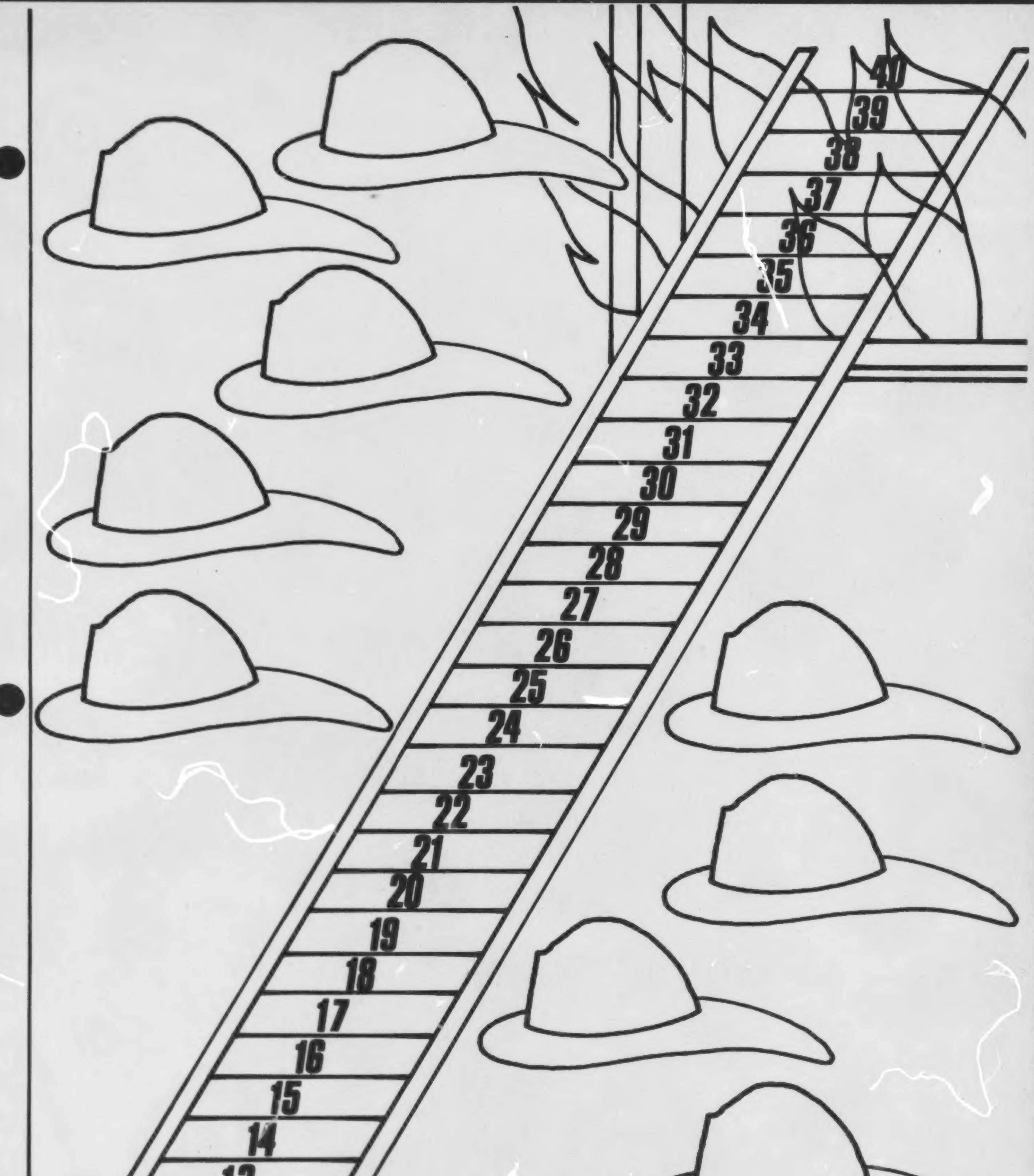
The house is on fire, and the players have to go up and down the ladder to rescue the people in the house. Use some fair way of deciding which player goes first.

The first player reads aloud the numbers on the ladder from 10 through 40 and from 40 back through 10 as fast as possible. If the numbers are all read without a mistake, the player gets to color a fireman's hat.

The second player reads aloud the numbers 10 through 40 and 40 through 10 as fast as possible and colors a hat if a mistake is not made.

The players continue taking turns with the first player to color five hats winning the game.

Source: Teacher-made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40

Skill: Reinforcing "Before" and "After" Numbers 1-15

Materials: Fifteen (15) heart shapes numbered 1 through 15

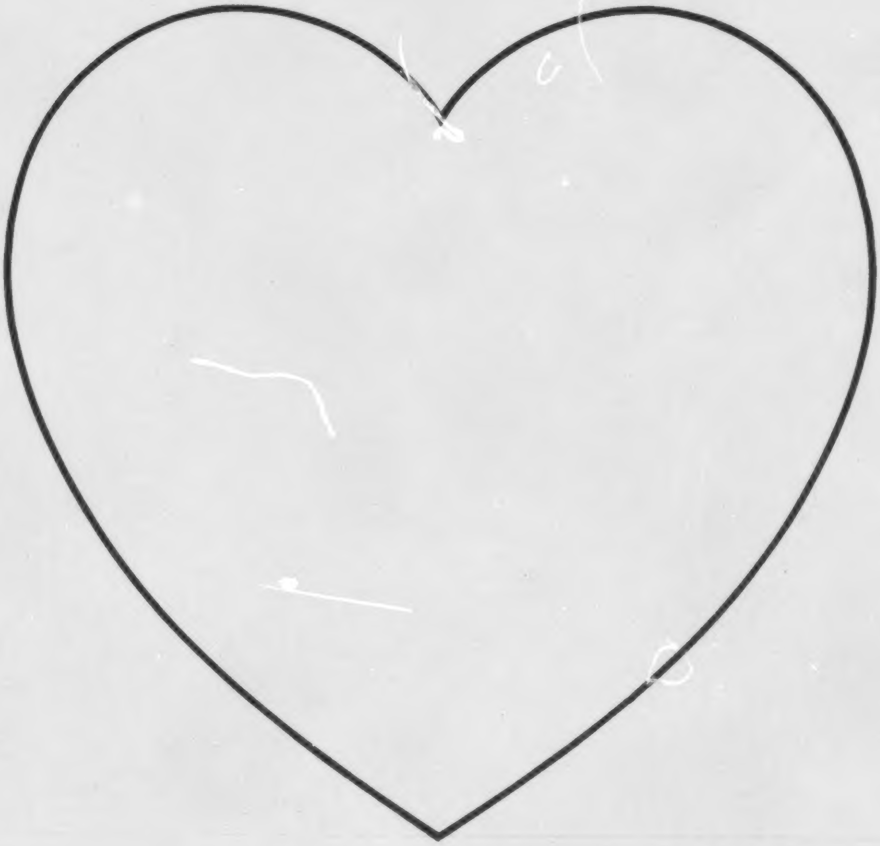
Procedure: Two (2) or more players

Mix heart shape cards and place them in a stack in the center of the table. Determine by some fair means who will go first.

First player draws a heart from the stack and turns it over showing the number on it. The player then has to give the number that comes before this number and the number that comes after it. (If 10 is turned over, the number before is 9 and the number after it is 11.) If he/she gets both numbers right, he/she gets to keep the heart. If he/she misses either number, he places the heart back in the stack near the bottom and the next player has a chance to draw.

When all hearts have been drawn the player who has the most hearts wins the game.

Source: Teacher-made



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Skills: Reinforcing Ordinal Numbers and Following Directions

Materials: Sheet with pictures of objects, sheet with questions

Procedure: Place the sheet showing three rows of objects before the student and let him/her answer the questions as they are asked from the question sheet.

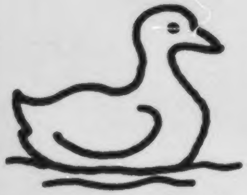
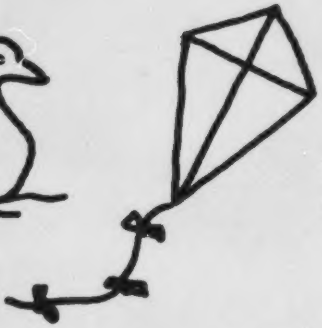
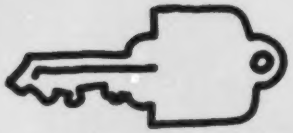
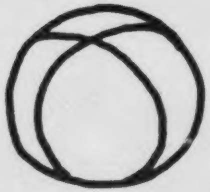
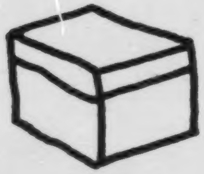
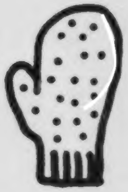
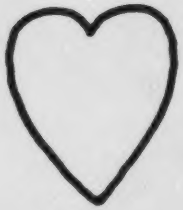
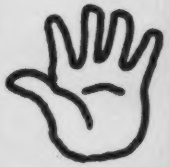
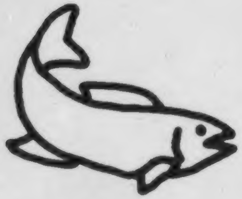
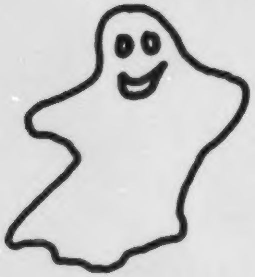
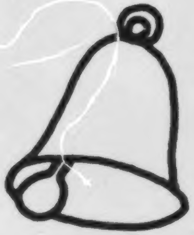
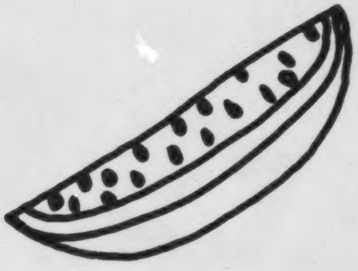
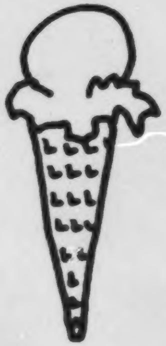
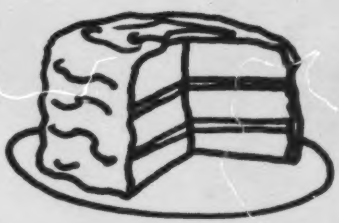
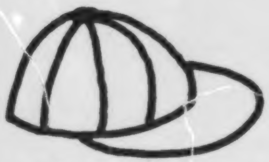
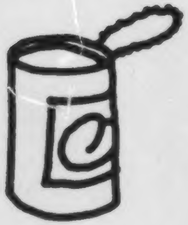
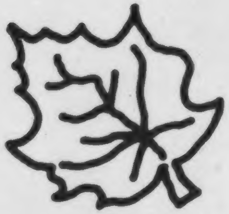
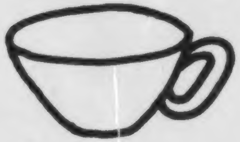
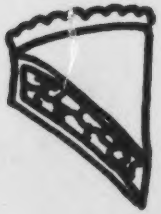
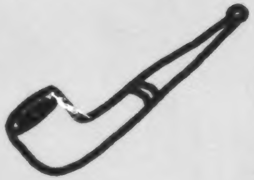
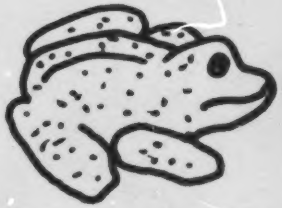
When student can quickly and correctly respond to the questions, then let him/her try making up the questions to ask you.

Try letting child give the letter of the alphabet for the beginning sound of each word.

Child might like to color objects.

Source: Teacher-made

1. Name the second object on the third row. (can)
2. Name the fourth object on the first row. (ball)
3. Name the third object on the second row. (bell)
4. Name the second object on the first row. (kite)
5. Name the sixth object on the second row. (cake)
6. Name the fifth object on the third row. (pie)
7. Name the fourth object on the second row. (watermelon)
8. Name the first object on the first row. (duck)
9. Name the seventh object on the first row. (heart)
10. Name the fourth object on the third row. (cup)
11. Name the third object on the first row. (key)
12. Name the second object on the second row. (ghost)
13. Name the sixth object in the first row. (mitten)
14. Name the third object in the third row. (leaf)
15. Name the first object in the second row. (fish)
16. Name the sixth object in the third row. (pipe)
17. Name the fifth object in the second row. (ice cream cone)
18. Name the fifth object in the first row. (box)
19. Name the eighth object in the first row. (hand)
20. Name the first object in the third row. (cap)
21. Name the object on the page that has not been named. (frog)

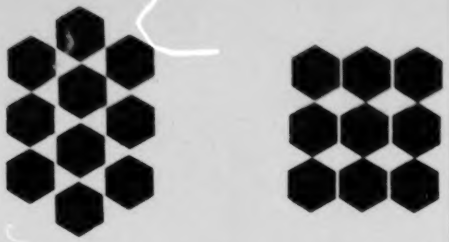






















Skill: Knowledge of Place Value with Tens and Ones

Materials: Cards (see next page), a golf tee, and a crayon

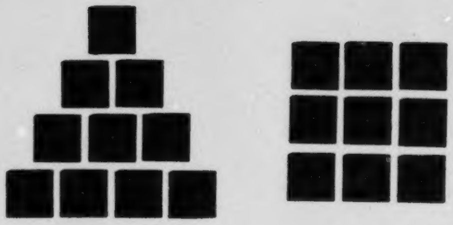
Procedure: Given the set of cards, a golf tee, and a crayon, the child will figure out how many **sets** of ten objects and how many single objects ("ones") there are. He will then write how many sets of ten in the blank in front of the word "ten" and how many ones in the blank after the word "and."

The child then decides which of the three numerals at the side represents the tens and ones and pokes the golf tee through the hole beside that numeral. If he has chosen correctly, the hole through which the golf tee is poking will be circled. If he is wrong, he looks back at the sets and begins again.



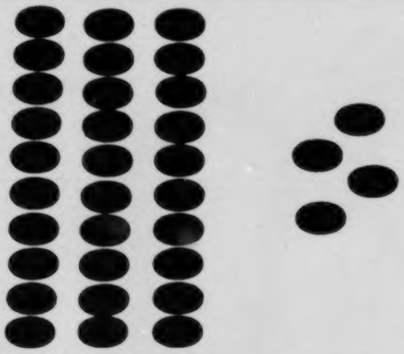
○ 30
○ 29
○ 19

______tens and______



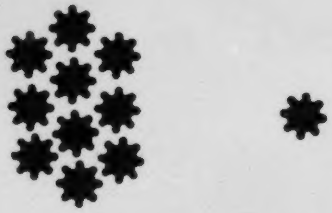
○ 29
○ 10
○ 19

______tens and______



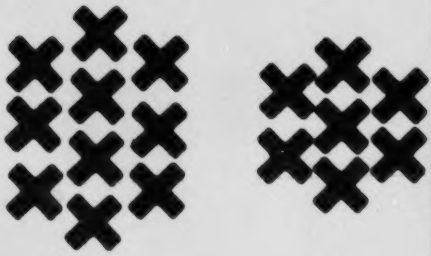
○ 43
○ 23
○ 34

______tens and______



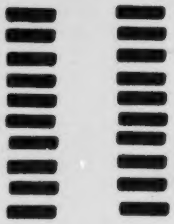
○ 21
○ 10
○ 11

______tens and______



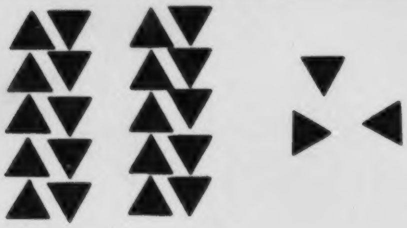
○
○ 30
○ 107
17

______tens and______



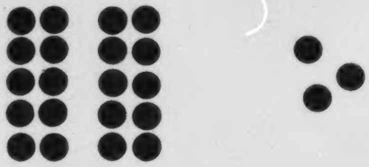
○ 20
○ 22
○ 10

______tens and______



○ 13
○ 23
○ 10

______tens and______



○ 23
○ 13
○ 203

______tens and______

Skill: Knowledge of Place Value with Tens and Ones

Materials: Scissors, two sheets of one-inch graph paper, countable objects found at home such as toothpicks, dried beans, etc.

Procedure: Here are two sheets of paper with squares of different sizes. Cut out the squares and group them by tens. Then write in the information below.

How many?

1. 1" squares ____________ = ☐ tens ☐ ones
2. 2 cm squares ____________ = ☐ tens ☐ ones
3. Both squares together ____________ = ☐ tens ☐ ones

Let child practice counting objects at home and grouping by tens. Then have him tell you how many the total amount is in tens and ones.

Skill: Grouping by Tens and Trading 10 Ones for 1 Ten

Materials: At least 20 pennies, 9 dimes, number cube (numerals "0"-"5," dice, etc.)

Procedure: Roll the number cube (parent and child alternate).

Collect that many pennies.

Each time 10 pennies are collected, they are to be traded for 1 dime.

The winner is the first to get 5 dimes.

Alternate Procedure: Play again; this time when you get 5 pennies, trade for 1 nickel. When you get 2 nickels then trade for 1 dime. The winner is the first to get 5 dimes.

The more this game is played, the better the child will understand the concept of equivalent amounts of money.

Source: Teacher-adapted from B. Co. Lamp, Level B, Brevard Co., Fla.

Skill: Number Facts

Materials: Egg cartons, beans, raisins, or "m & m's"

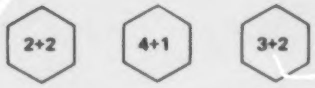
Procedure: Cut up one egg carton and write one expression such as "2 + 3," "6 + 1," etc., in each cup. In the bottom of another egg carton, write the numerals that match the sums written in the single cups.

Using the single cups, the child reads the number sentence aloud. He then counts out objects to match each set being joined in the number sentence. (Dry beans are excellent to use; also good to use are raisins or "m & m's," which can be eaten after the game is over!)

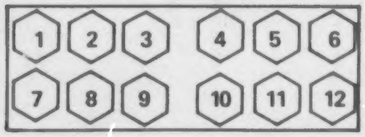
For example, if the cup says "6 + 1," the child would count out a set of six beans then a set of one, put them together by counting them into the cup and place the cup into the section of the carton marked with the numeral that represents the total.

The child can check to see if he has selected the right answer by dumping the beans out and turning the cup over!

Source: Teacher-made



Single egg carton cups



Egg carton

Skill: Adding Three Numbers

Materials: Pencil and worksheet

Procedure: Add the equations. Remember to add the numbers inside the parentheses first. The equations at the bottom are more challenging.

Source: Unknown

We have been learning different ways to add three numbers. Let your child practice these . The equations at the bottom are a bit more challenging.

(6+3)+2=□
6+(3+2)=□
5+(3+2)=□
(4+3)+2=□
7+(5+2)=□
(2+3)+5=□
(8+2)+2=□
6+(3+5)=□

(3+5)+2=□
6+(4+1)=□
(7+3)+3=□
8+(1+1)=□
9+(3+0)=□
(3+2)+6=□
8+(3+3)=□
(9+1)+7=□

Something's Missing!

(4+3)+□=9
(3+3)+□=9
2+(5+□)=10
4+(4+□)=10
(2+□)+5=10

(1+8)+□=10
(□+2)+6=11
(2+2)+□=6
2+(4+2)=□
9+(□+1)=12

Skill: Fun Drill on Addition Facts Under 10

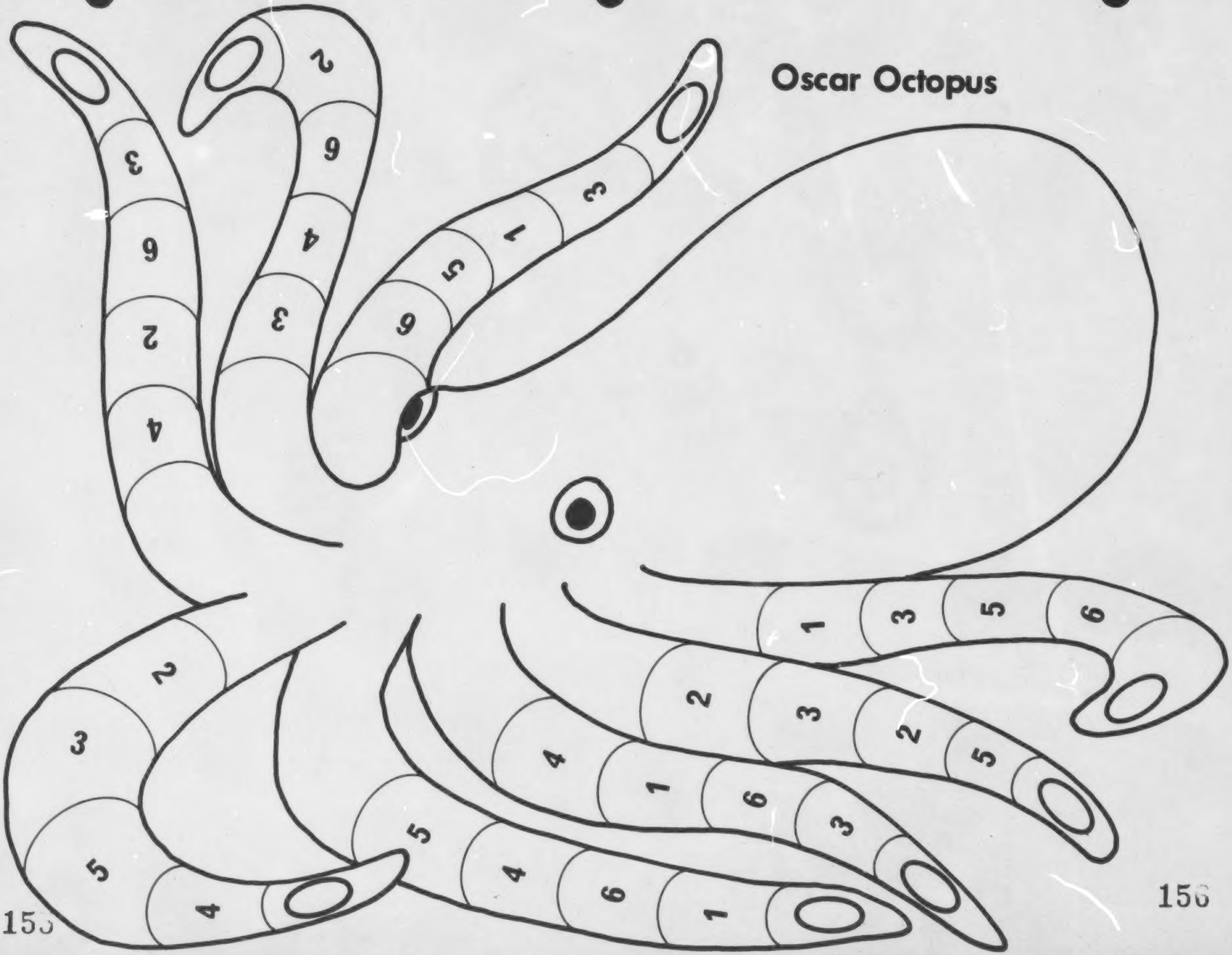
Materials: Oscar game board, spinner, red and green crayons, beans for child to use as counters (optional, since some children may have memorized facts)

Procedure: Each player chooses his color, red or green. Each player then spins the spinner. The player with the highest numeral goes first. Each player uses only the red or green "arms" of the octopus depending on the color the player chose, therefore each player has four "arms" on which to move. The players take turns spinning the spinner; the player has to add the numeral on the spinner to the numeral on the "arm" he chooses. If the answer is correct, he can make an "x" on that block. The object is to mark all the blocks on each "arm" with an "x." When each block has an "x," the player colors the dot at the tip with his color. The first player to color in all four dots on his "arms" is the winner. If the answer given on a specific turn is wrong, the player loses his turn.

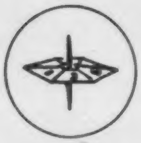
The game may be played as often as the child likes and can be played with older brothers and sisters as well as parents.

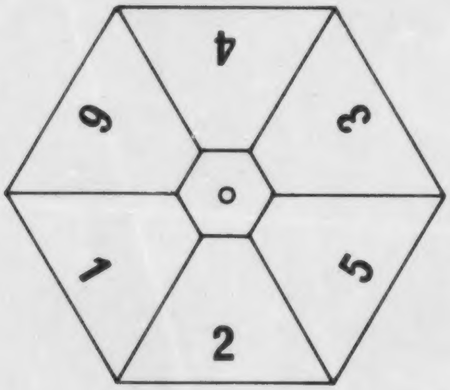
Source: Teacher-made

Oscar Octopus


3
6
2
4
2
6
4
3
3
1
5
6
1
3
5
6
2
3
2
5
4
1
6
3
5
4
6
1
2
3
5
4

To assemble spinner cut out and insert toothpick through the middle





Skill: Number Facts

Materials: Duplicated number fact cards, beans or paper squares for markers, duplicated math bingo cards

Procedure: Cut the number fact sheets along dotted lines. (Extra squares may be used as markers.) Keep each set of number fact cards separate according to color. Use only one color set at a time. Turn the problems face down on a table. Give each player a math bingo card. One person is chosen to call out the number fact (preferably the adult). The players cover the free squares (marked "x") with a marker. Then the caller picks up a number fact square and shows it, saying the number fact out loud. The players, including the caller, put a marker on the **answer** on the bingo card. When one player covers four in a row (up or down or diagonally) he says "Bingo!" The caller then asks the player to call back numerals covered, and the caller checks these numerals against the number facts he has called.

For the next game, choose another color set of problem number fact cards.

If a winner does not occur using one color number fact cards, go on to another color.

If an answer to a given number fact is disputed, use some counters to determine correct answer. However, children should try to figure answers "in their heads."

Source: Unknown

MATH BINGO

6	11	X	21
3	23	9	X
4	17	X	1
16	0	12	18

5 +5	3 +2	1 +1
2 +5	4 +2	3 +0
5 +1	5 +2	8 +2
7 +2	10 +1	10 +0
12 +1		

MATH BINGO

14	X	10	13
7	6	X	11
3	2	1	5
X	8	19	4

MATH BINGO

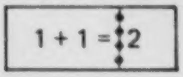
26	5	0	X
4	X	22	2
X	20	15	25
10	8	12	9

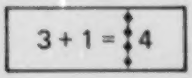
Skill: Adding Numbers

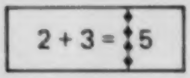
Materials: Index cards or cardboard cut to that approximate size

Procedure: Write one equation and the sum on each card. Then separate each card into two (2) puzzle pieces. The child will add the numerals, checking their own work by fitting the pieces of puzzles together.

Examples:







Variation: Higher levels would use two-digit numbers or two or more addends.

Source: Teacher-adapted

Skill: Addition of One- and Two-Digit Numbers

Materials: Pencils, extra paper

Procedure: Write names of each family member. Find the value of each letter by finding the corresponding number. Put them in a column and add. Then subtract the smallest sum from the largest sum to find who is the most valuable member of your family.

Extension:

1. Use Santa's helper or elves; find each of their values.
2. Multiply the sum of the first name by the sum of the last name.

A	B	C	D	E	F	G	H	I	J	K	L	M
1	6	7	8	2	9	10	11	3	6	7	8	10

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
4	6	20	7	8	9	5	11	10	50	30	40	10

Santa Claus
Mrs. Claus
Rudolph
Dancer
Comet
Dasher
Cupid
Vixen
Donder
Blitzen
Prancer

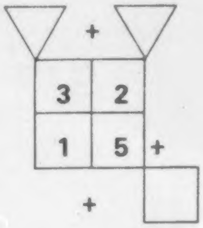
Source: Unknown

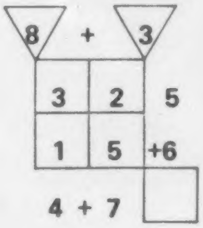
Skill: Drill on Addition Facts

Materials: Worksheet (attached)

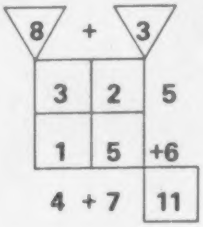
Procedure: Box with Ears

The child is given an example like the one listed on the left below. He adds the numbers by lines, columns, and along the diagonals of the box. His answers should look like the example listed on the right.





Next, the child adds the two numbers in the "ears," the two numbers below the box, and the two numbers on the right side ("8 + 3," "5 + 6," "4 + 7") each of which gives a sum of "11." The child puts this number in the open box. The completed example looks like this:

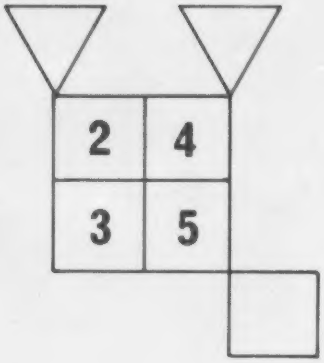


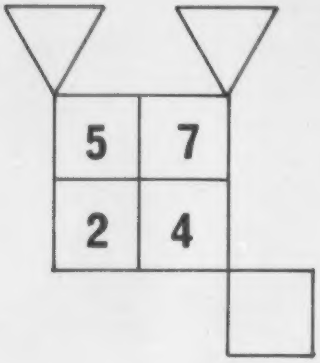
Give the child the attached page and explain what he is to do. Ask him to do the three examples that are given. Then ask him to make up another example of his own in the fourth box.

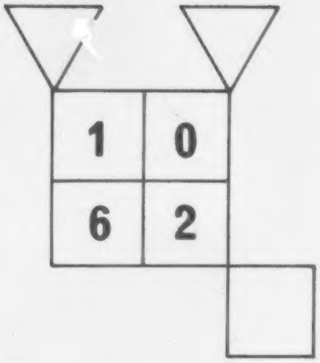
If he enjoys this game, encourage him to draw boxes and do more. Make the boxes for him if this is a problem. Make the boxes large enough for the child's writing.

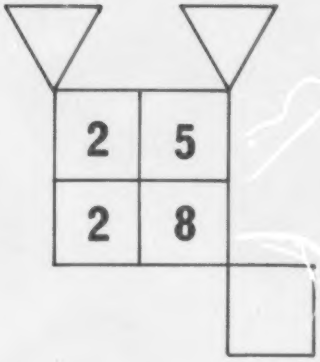
Extension: After several are done by the child, ask him to try to find numbers to put in the boxes that will not give the desired results. (This is not possible when the addition is done correctly.)

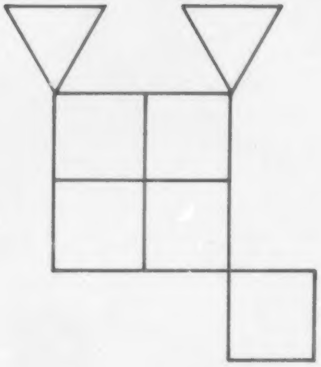
Source: Teacher-made

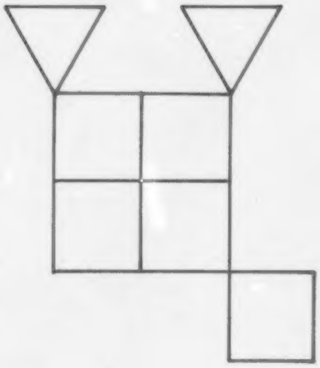


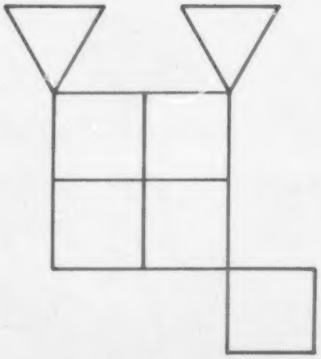


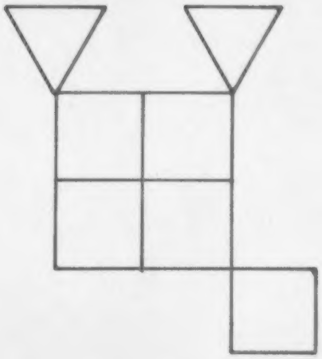












Skill: Addition Facts to 5

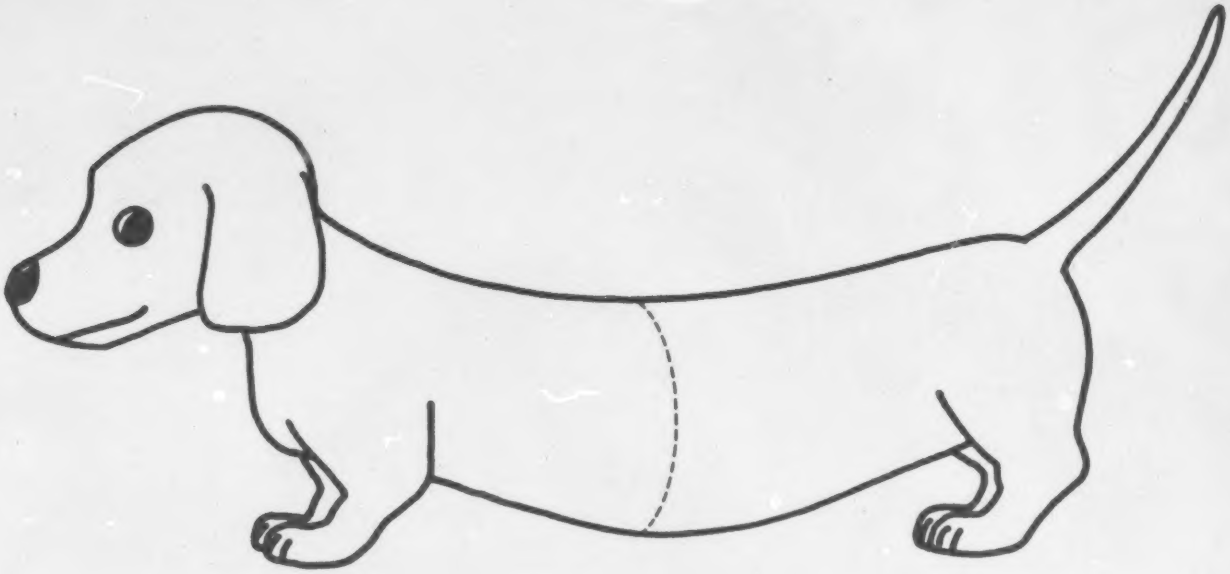
Materials: Dogs with addition equation on heads and sum on tails; materials to use for counters such as blocks, buttons, silverware, potatoes, oranges, apples—any similar convenient objects that can be used for counting.

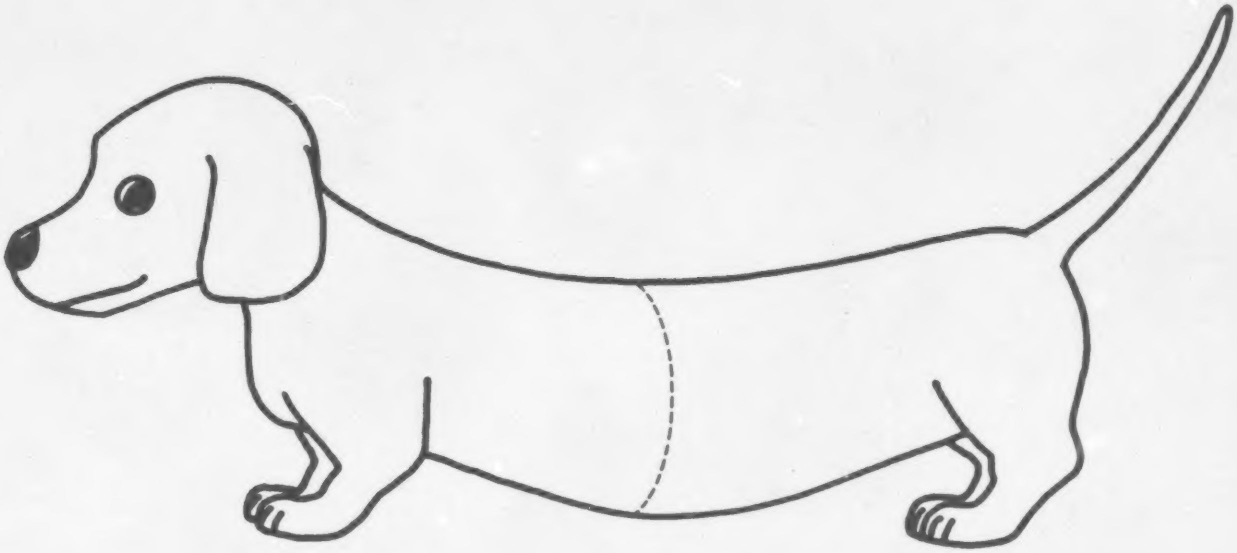
Procedure: Match the Dogs

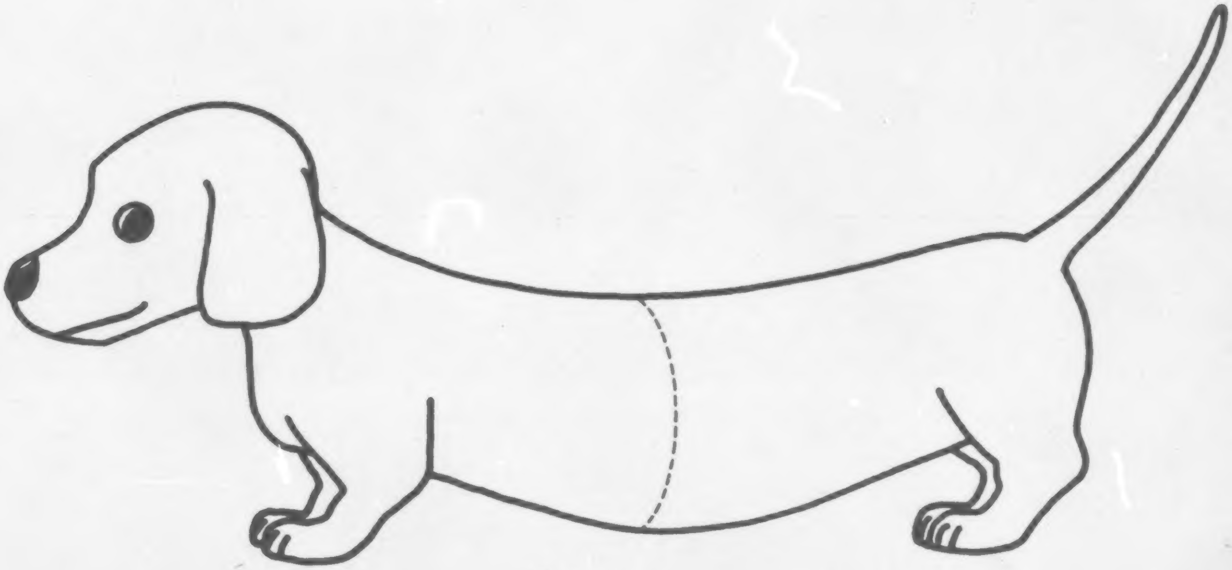
Student matches the tail to the head of each dog by recognizing the number on the tail that is the sum of the addends on the head and thus completes the equation. Let student say the equation each time. For example: "2 + 3 = 5"; student says, "two plus three equals five."

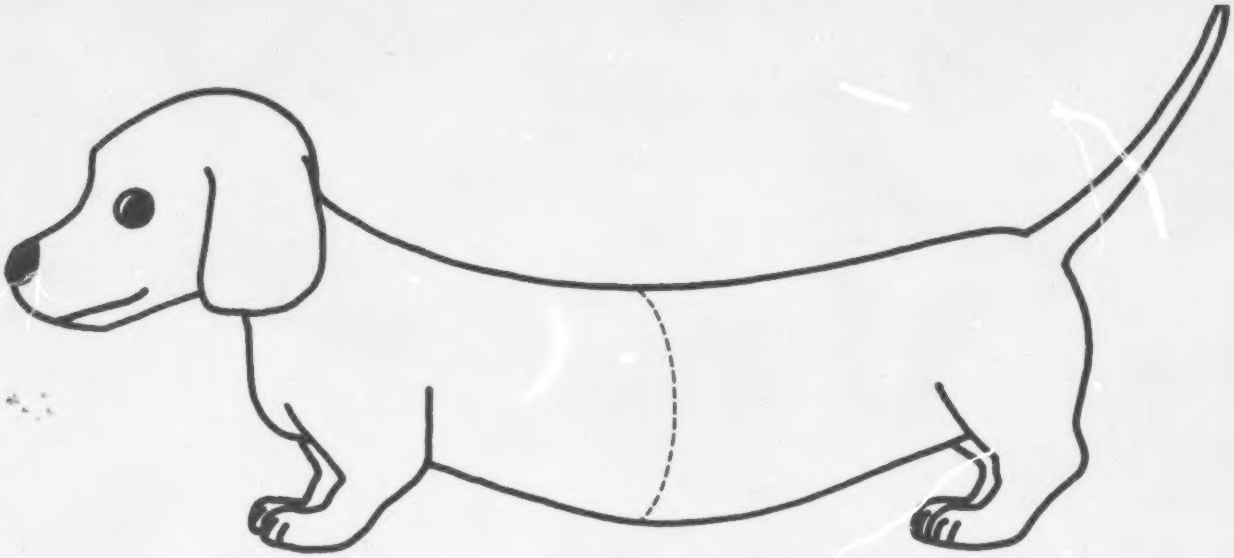
If the student experiences difficulty, let student count a set of objects for each addend and then count the members of each set to get the sum.

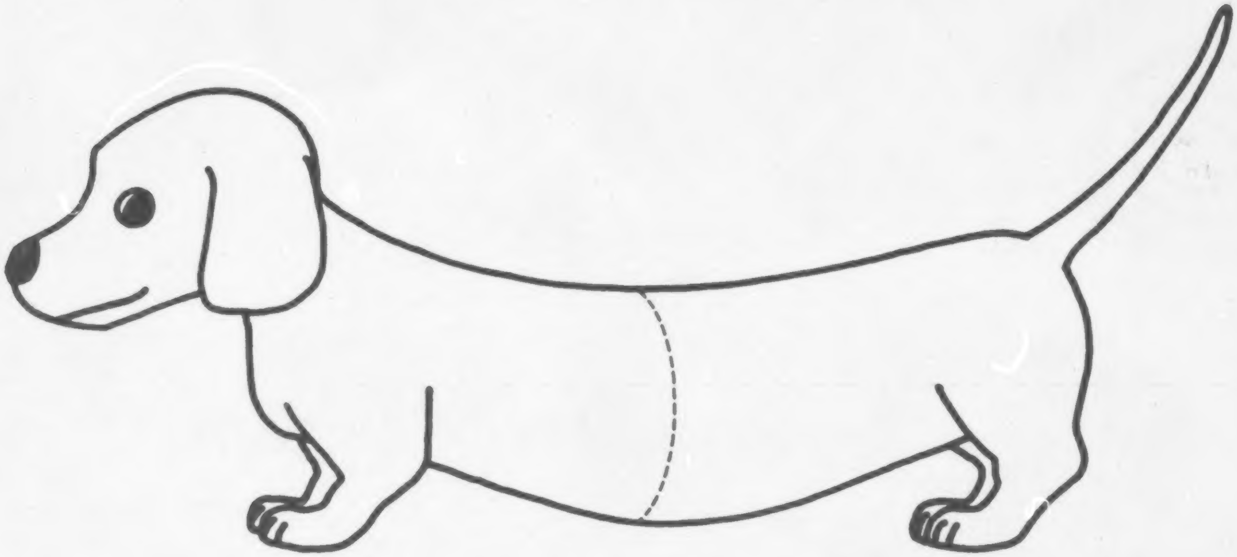
Source: Teacher-adapted

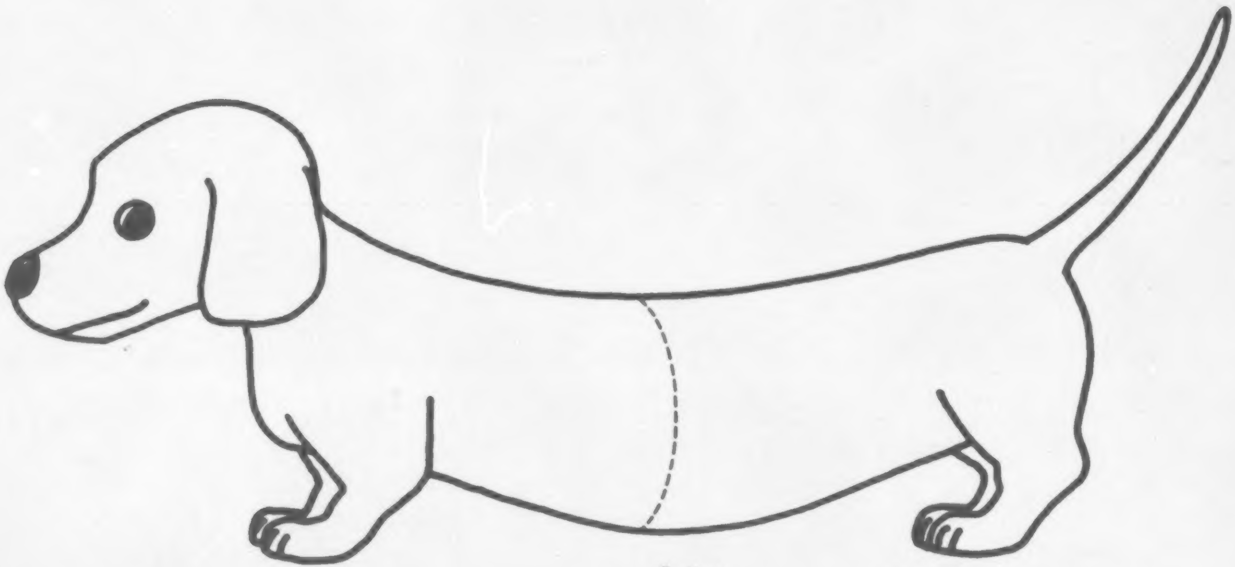


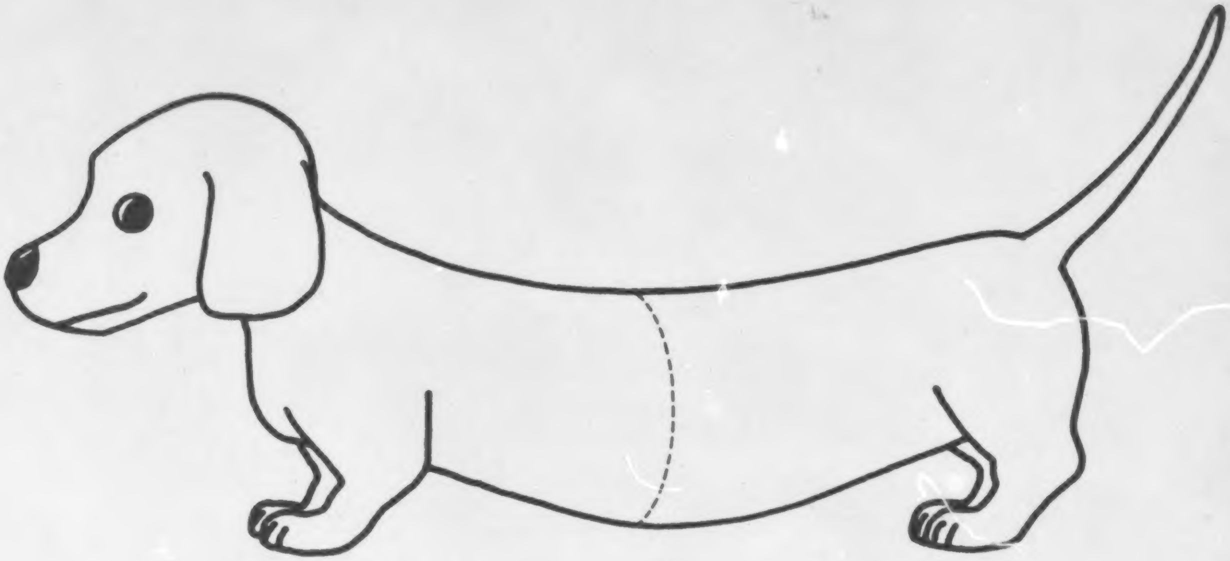


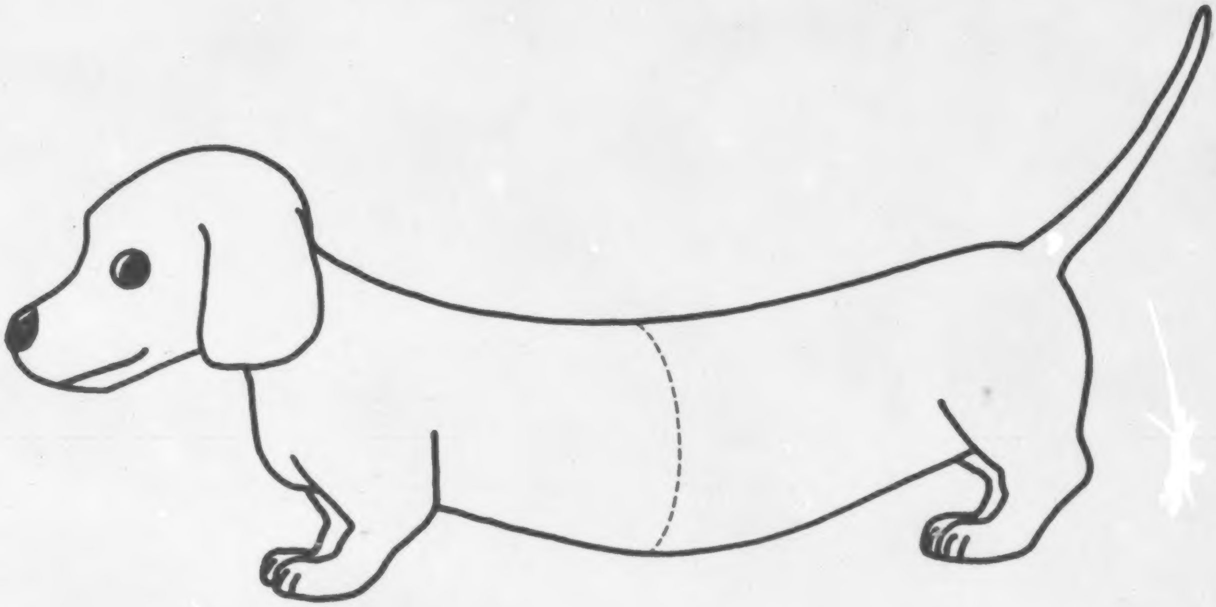


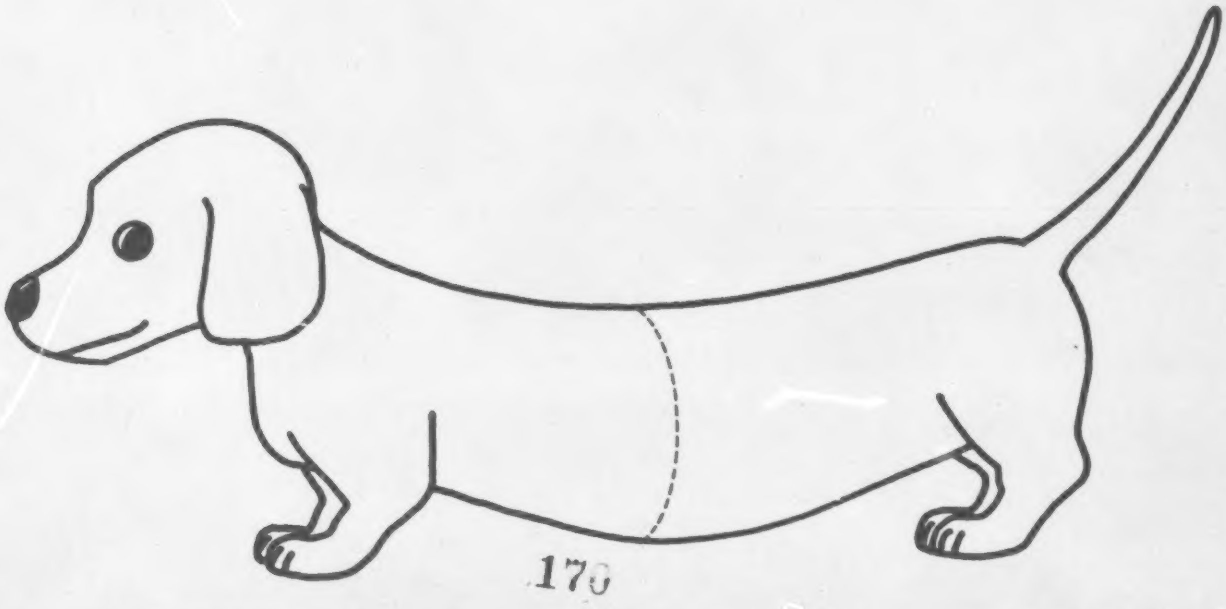












Skill: Reinforcing Adding 1 or 2 to a Number Between 0 and 9

Materials: Race Track Game Board, die (as illustrated below), shaker (can or box), markers

Procedure: Two (2) or more players

The first player to roll a "1" on the die goes first.

Markers are placed in the START box. The first player rolls the die and moves his marker the number of places that is shown on the die ("1" or "2"). The player then adds that number ("1" or "2") to the number that his marker is on. If he gives the correct sum, he gets to stay there. If an incorrect sum is given, the player has to go back to the place his marker was on.

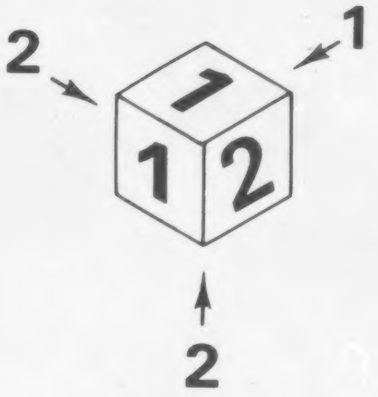
The second player has a turn, etc.

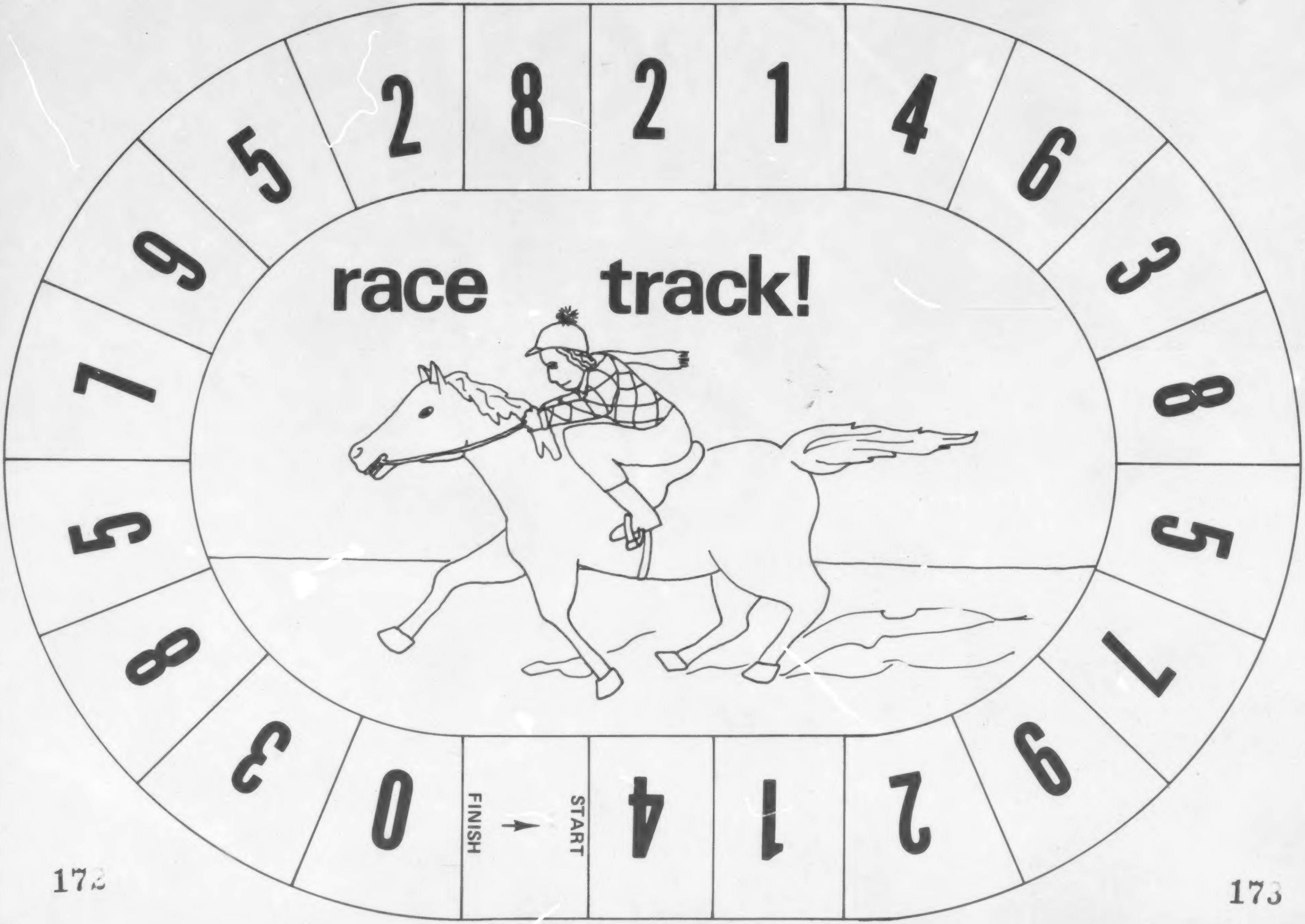
The first player to reach the FINISH space is the winner.

The game can be made more difficult by making the numbers on the die larger.

Source: Unknown

Die




race track!
START
4
1
2
9
7
5
8
3
6
4
1
2
8
2
5
9
7
5
8
3
0
FINISH

Skill: Addition

Materials: Beans or beads, empty juice can, and paper

Procedures: Put two beans or beads in a small tin can. Rule a piece of paper into nine small squares. Number these squares from 1 to 9 in no special sequence.

Example:

5	9	3
8	1	6
4	7	2

Take turns spilling the beans out of the can onto the paper. Add the numbers in the two squares in which the beans or beads land. Keep score.

Source: Unknown

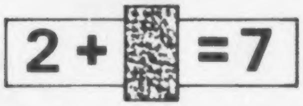
174

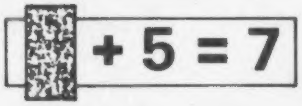
Skill: Fact Strips

Materials: Construction paper or tagboard

Procedure: Make flash cards of tagboard, and write on each card an addition or subtraction problem suitable for your child. Cut a strip of construction paper wide enough to cover just one number on a flash card. Fasten the ends of the strip to make a loop which will encircle the card and slip easily back and forth along the card.

Example:





Source: Unknown

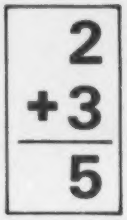
Skills: Matching Set to Numeral and Reinforcing Addition Facts

Materials: Set of cards with addition facts in numerals and sets

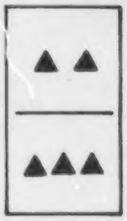
Procedure: Two (2) players

Thoroughly mix the cards, give each player four cards, and place the remaining cards in the center of the table. Determine by some means who will go first. The first player looks to see if the four cards that he has form a pair.

For example,



card would match this card



If player has a pair, he puts his pair down in front of him and then draws a card from the deck. If this drawing lets him make a pair, he puts this pair in front of him. If it doesn't make a match he keeps the card. It is now the second player's turn, and he does as the first.

The first player draws again. If he makes a match, he puts the two cards in front of him. If he doesn't, he keeps the card.

The second player has a turn.

This continues until one of the players makes matches so that he has no cards left in his hand. He then is the winner.

If the stack of cards to be drawn from gives out before a winner is declared, then instead of drawing a card from the stack, a player would draw a card from the other player's hand.

Source: Teacher-made

Skill: Adding Two-Digit Numbers

Materials: Pencil, paper, worksheet

Procedure: Riddle: What kind of shoes can you make out of banana peel?

Answer:

1. Do the first row of math exercises.
2. Write the exercise letters in the decoder to match the answer.

I 51 +22	**L** 37 +61	**S** 58 +20	**P** 52 +27	**R** 60 +21	**E** 17 +41

78	98	73	79	79	58	81	78

Now do the following exercises:

54 +33	36 +53	62 +27	36 +21	76 + 3	84 + 4
23 +42	81 +18	60 +20	63 +14	27 +62	93 + 4

Now do these. Draw a picture of each one on the back of this sheet.

36+22=☐ 63+35=☐ 24+72=☐

Source: Unknown

Skill: Addition Facts Through 7

Materials: Die (with sides marked: 1, 2, 3, 4, 5, 6), empty can to be used as a shaker for die, markers, gameboard, objects for counting (buttons, bottle caps, or similar objects)

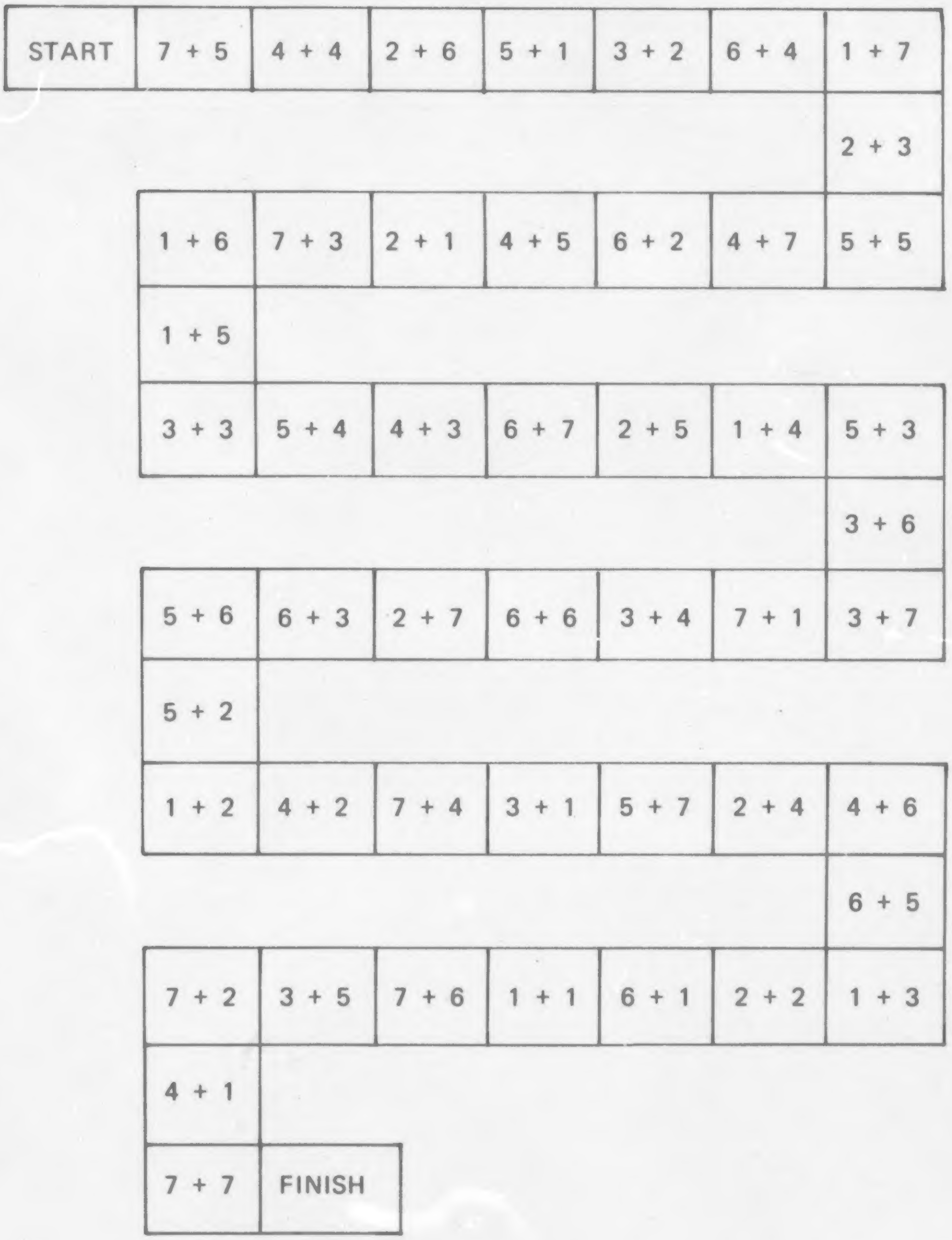
Procedure: Two (2) or more players

Roll the die to determine who will be the first player. All players' markers are placed at the starting point. The first player rolls the die and moves his marker the number of spaces that is shown on the die. He then has to give the sum of the addends on the place he landed. If the answer is given correctly, the player gets to stay there, and the next player rolls the die and moves. If an incorrect response is given, the player has to move his marker back two spaces from where he landed.

The first player to reach the end of the sidewalk wins the game.

Color the gameboard to make it more attractive if you like.

Source: Teacher-made


START
7 + 5
4 + 4
2 + 6
5 + 1
3 + 2
6 + 4
1 + 7
2 + 3
5 + 5
4 + 7
6 + 2
4 + 5
2 + 1
7 + 3
1 + 6
1 + 5
3 + 3
5 + 4
4 + 3
6 + 7
2 + 5
1 + 4
5 + 3
3 + 6
3 + 7
7 + 1
3 + 4
6 + 6
2 + 7
6 + 3
5 + 6
5 + 2
1 + 2
4 + 2
7 + 4
3 + 1
5 + 7
2 + 4
4 + 6
6 + 5
1 + 3
2 + 2
6 + 1
1 + 1
7 + 6
3 + 5
7 + 2
4 + 1
7 + 7
FINISH

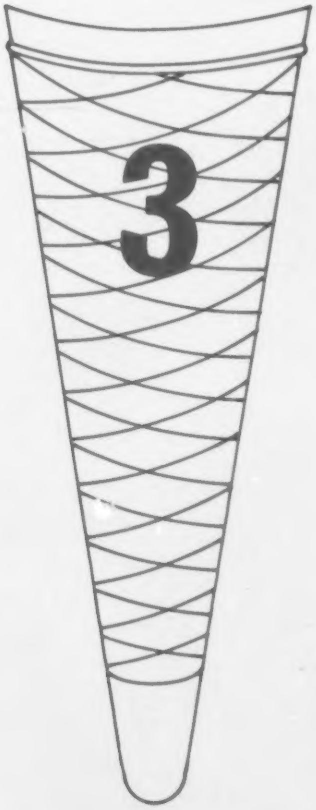
Skill: Practice in Subtraction

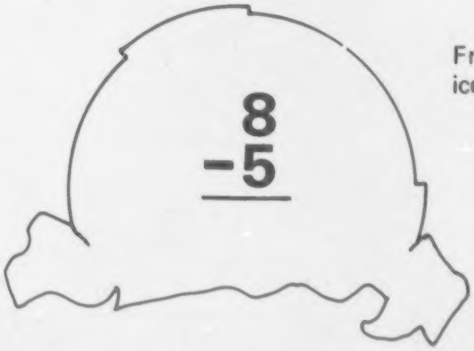
Materials: As many ice cream cone shapes (in two sections) as are needed

Procedure: Mix up the cones and ice cream tops. Have the child pick out an ice cream top, read the number fact on the ice cream and looking on the back, use the dots found there to "work" the problem. For example, if "6 - 5" is on the ice cream, the child will find six dots on the back. He can cover up five of them with his hand and find that he has one left. Then the child will find the "1" cone and fasten the ice cream to it. When all the cones are matched, the child can read and write all the number facts.

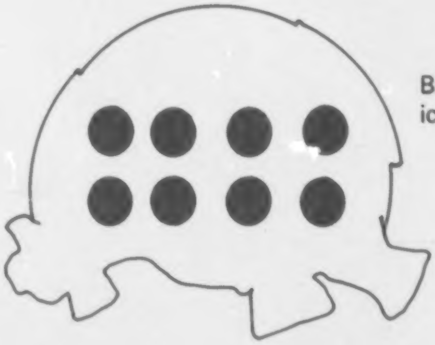
Source: Teacher-made

Cone





Front of ice cream



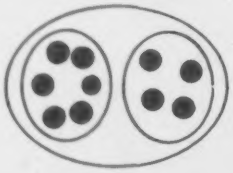
Back of ice cream

Skill: Addition and Subtraction (Sums to 10) with Missing Addend or Sum

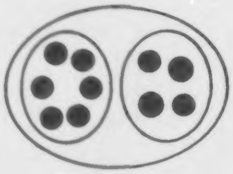
Materials: Worksheet, pencil

Procedure: Child is to supply the missing addend. If he has difficulty, he should draw a picture similar to the following:

Example: $6 + \boxed{} = 10$



Example: $10 - \boxed{} = 6$



Source: Teacher-made

1. $7+\square=10$

2. $\square+7=10$

3. $5+\square=9$

4. $6+\square=9$

5. $\square+5=7$

6. $2+\square=8$

7. $8+\square=10$

8. $9+\square=10$

9. $4+\square=9$

10. $\square+5=10$

11. $10-\square=7$

12. $10-\square=3$

13. $9-\square=4$

14. $9-\square=6$

15. $7-\square=2$

16. $7-\square=4$

17. $\square-2=6$

18. $\square-8=2$

19. $10-\square=9$

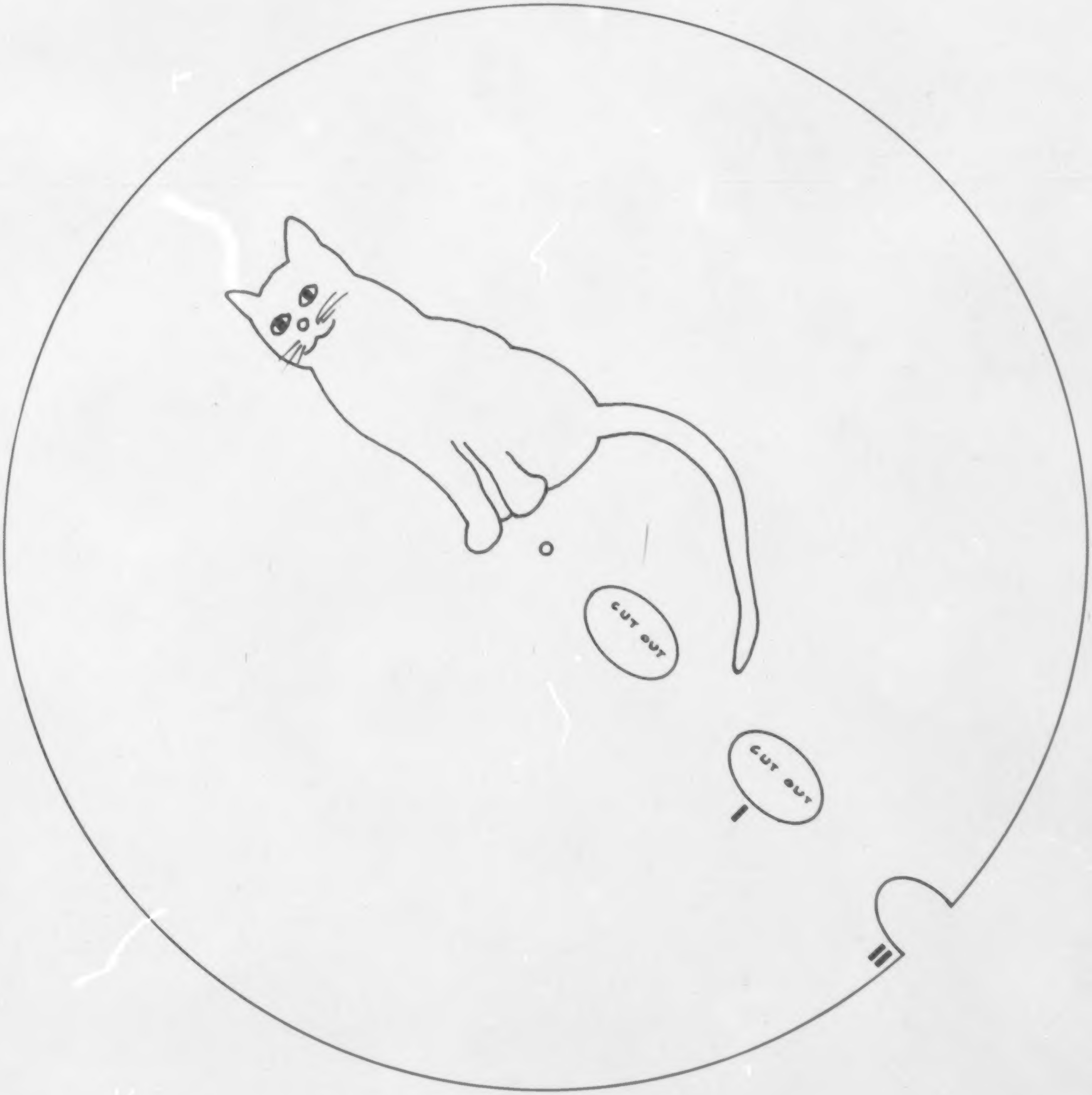
20. $10-5=\square$

Skill: Practice of Subtraction

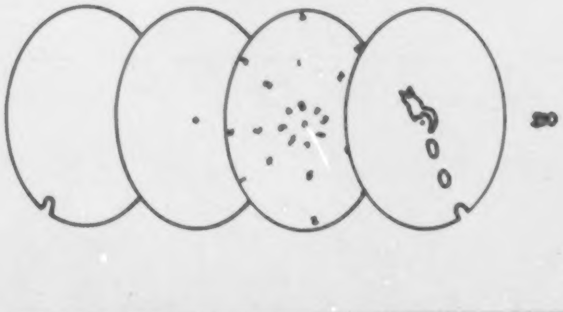
Materials: Make the kitten spinner on the next page out of poster board using brads to attach the kitten to the spinner. Laminate pieces to make it more durable.

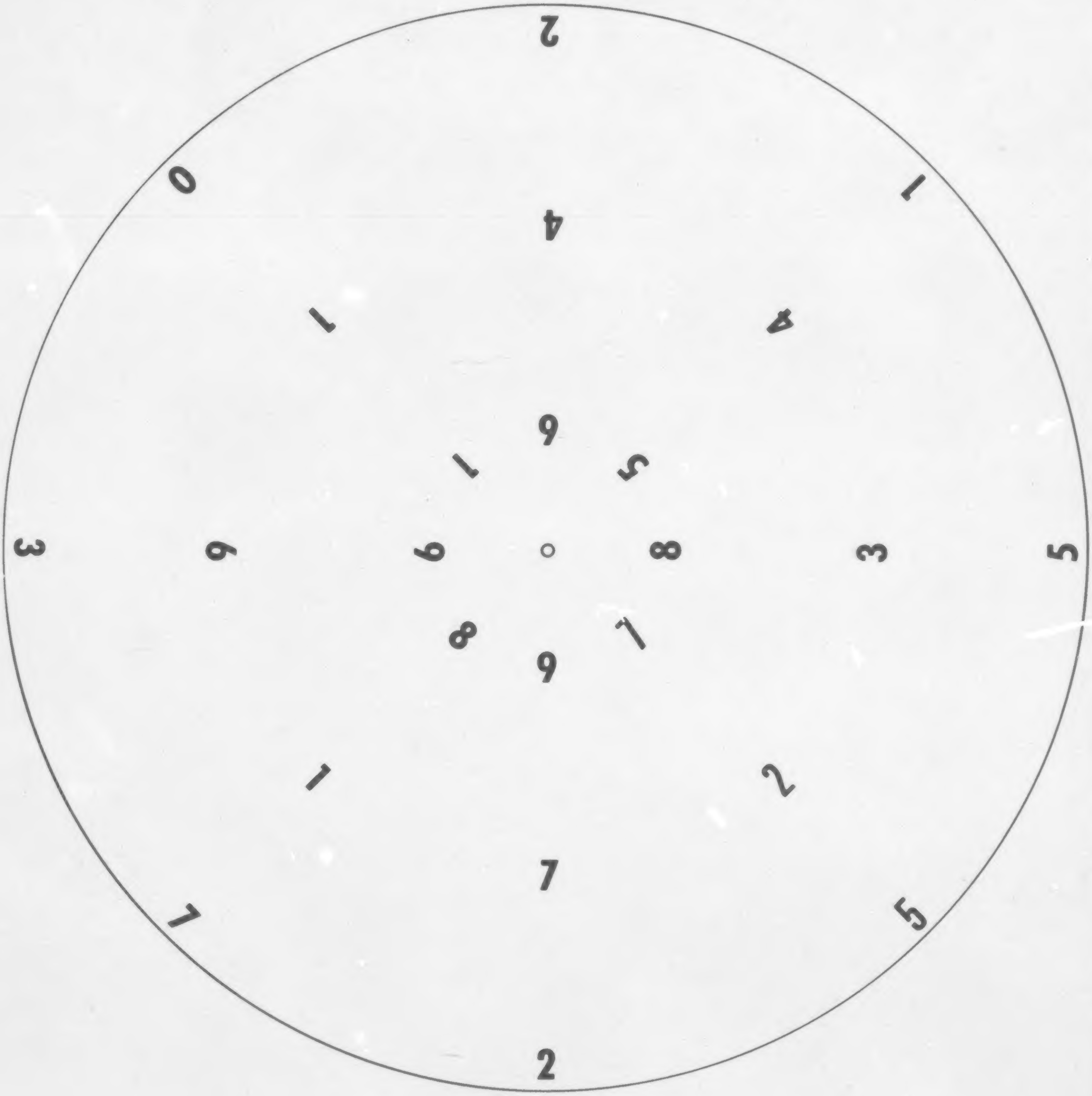
Procedure: Make a spinner as illustrated on the next page. The child responds to the subtraction example revealed in the two upper openings. A correct answer gives the child one point score. The activity can be done with one child and a tutor, or a game can be made of it by two or three children responding in turn and keeping score to determine the winner.

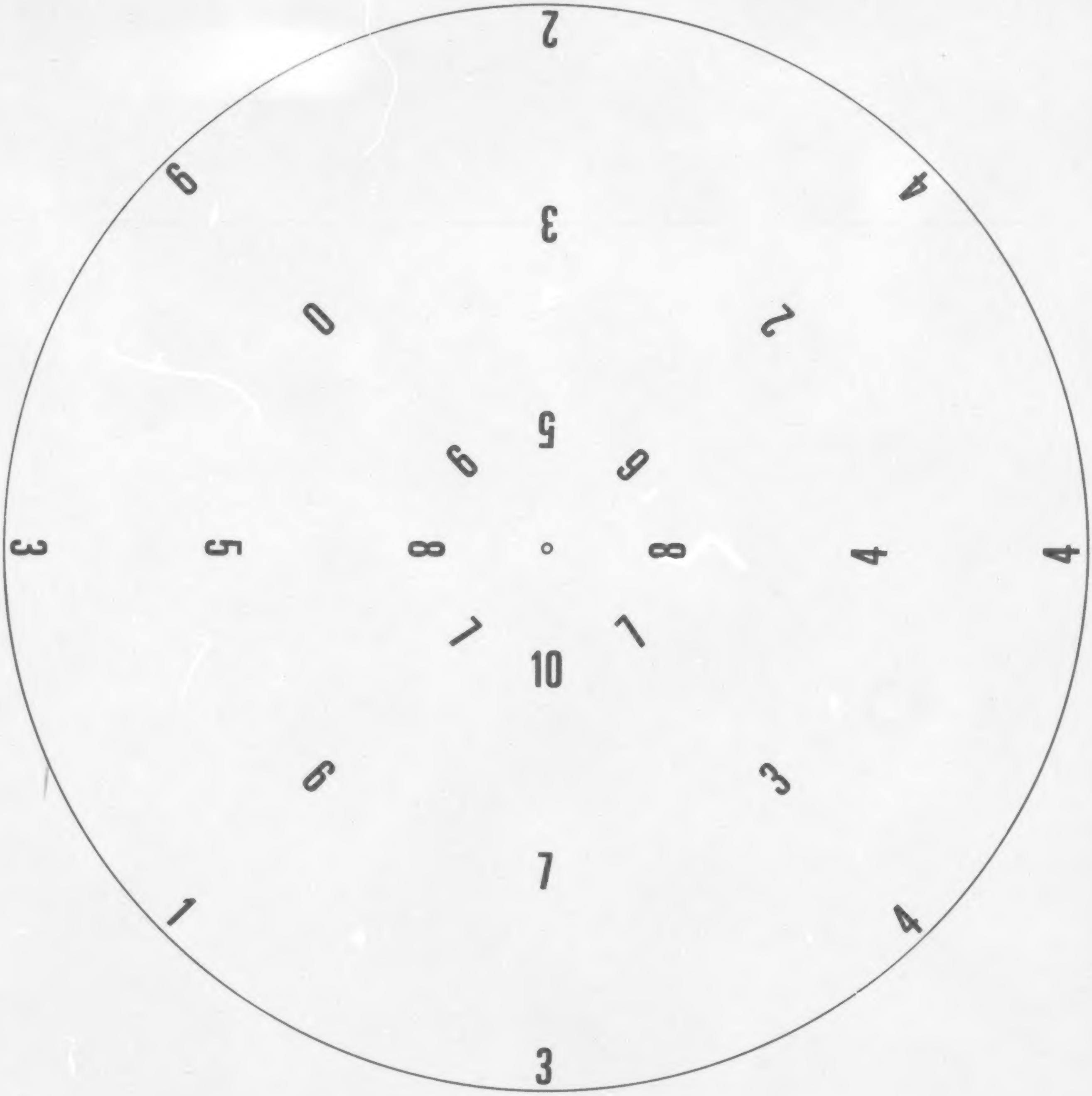
Source: Teacher-made

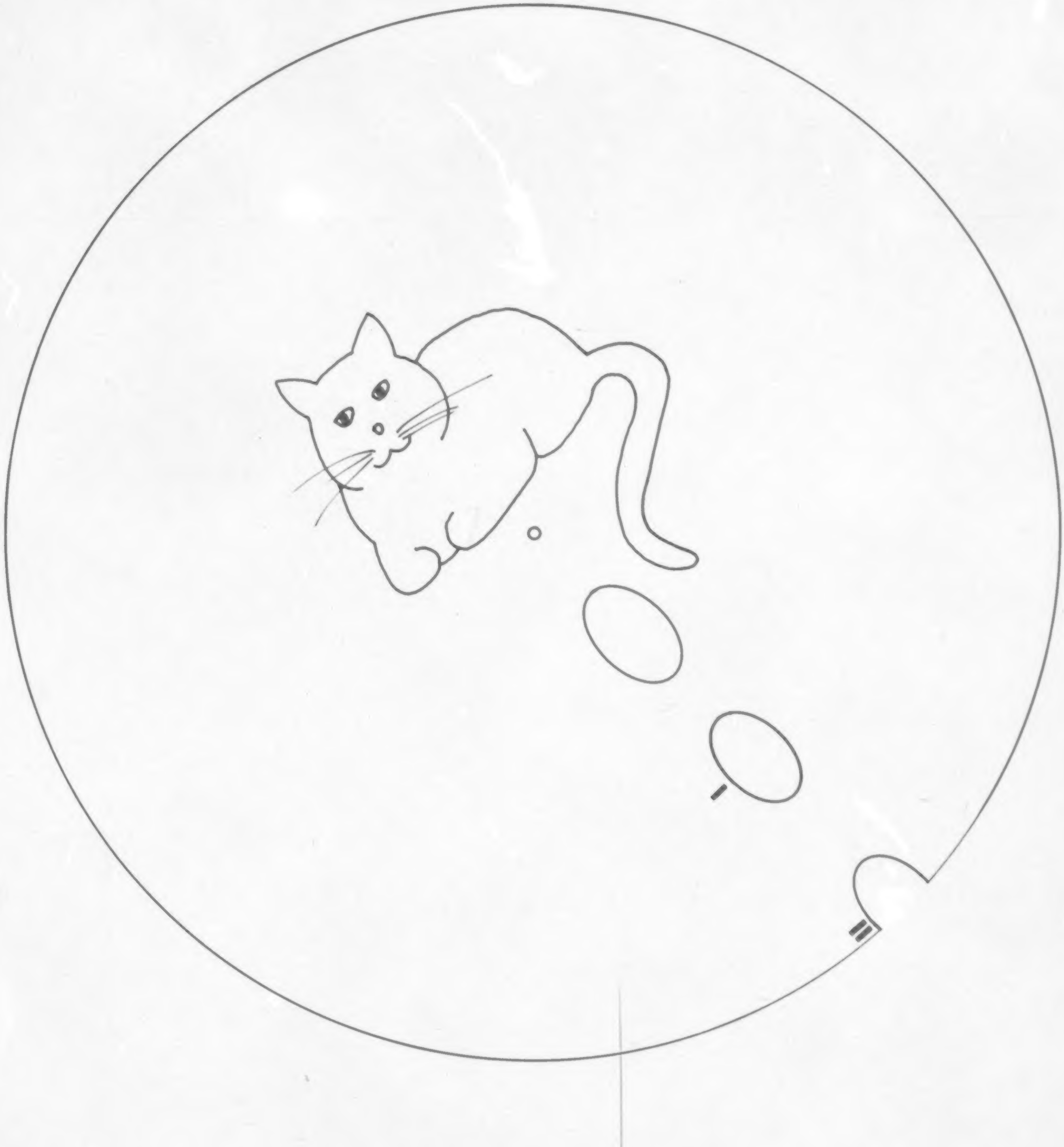

CUT OUT
CUT OUT
I
II

Use both sides of the spinner by putting subtraction examples on front and back, and attaching a kitten spinner on each side.








I
II

Skill: Problem Solving

Materials: Pencil, worksheet

Procedure: Read these story problems. **Think** what each one says. Then, on the **second** sheet, draw a picture, and write the equation and answer.

1. A squirrel hid 9 acorns on Monday. On Tuesday the squirrel hid 8 acorns. How many acorns did he hide in all?
2. In a store, balloons cost 9 cents each. How much would you pay for 2 balloons?
3. There were 15 flowers in a garden. Sally picked 9 flowers. How many flowers were left in the garden?
4. Bill had 16 cents. He spent 7 cents. How much money did Bill have left?
5. One reading group had 14 children in it. Eight (8) of them were boys. How many were girls?

Now make up two of your own story problems. Let your parents help you spell the words. Write them on the third sheet. Draw a picture and write the equation and answer for each one.

	picture	equation	answer
1			
2			
3			
4			
5			

my own story problems

1

PICTURE	EQUATION	ANSWER

2

PICTURE	EQUATION	ANSWER

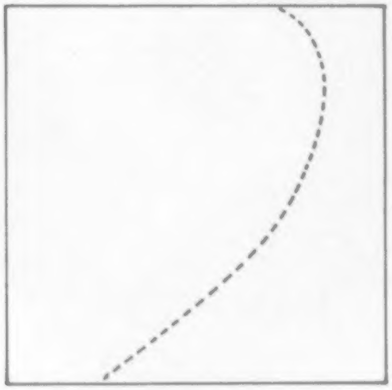
Skill: Recognizing Geometric Shapes

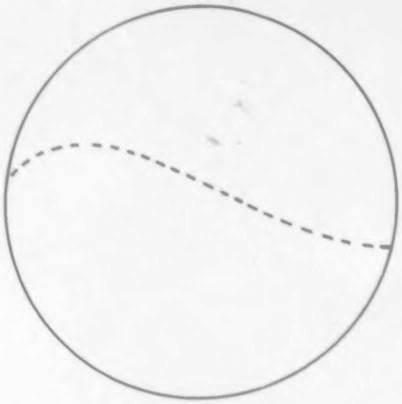
Materials: Scissors for parent to cut out shape puzzles

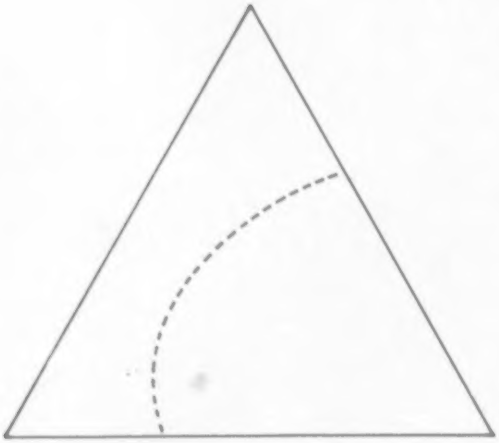
Procedure: Ask your child to find the matching piece of each shape.

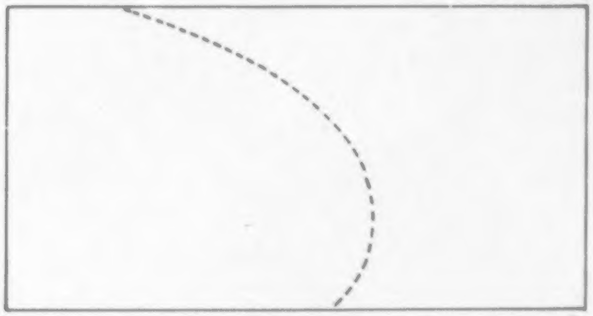
Extension: Then ask questions such as, How many sides does a triangle have? Are all the sides of a rectangle the same?

Source: Teacher-adapted









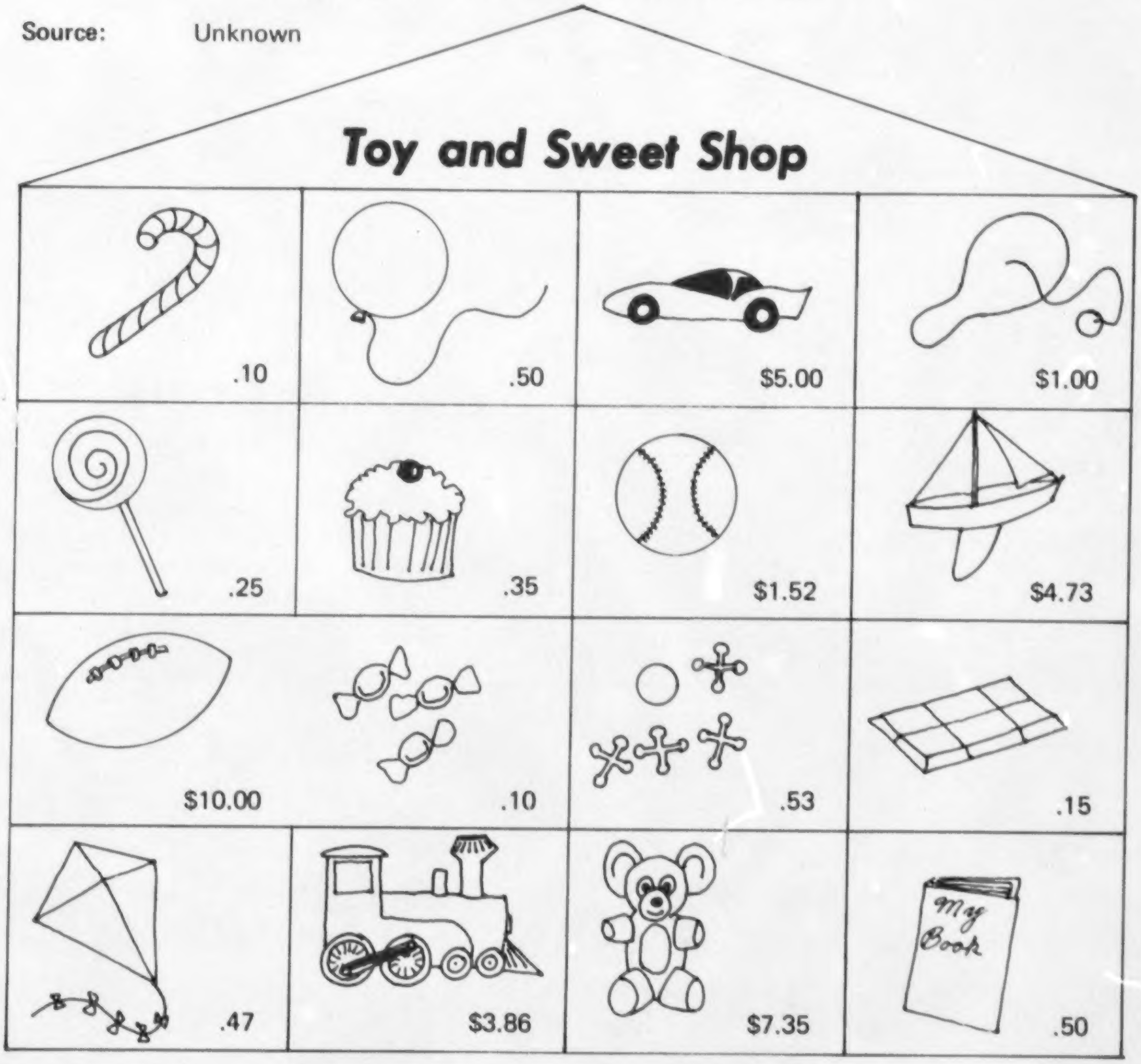
Skill: Developing Money Handling: Recognizing Coins, Counting Money, and Figuring Correct Change

Materials: Play money or real coins (fill in cost of items in Toy 'n' Sweet Shop to fit level of child)

Procedure: Say to your child, "You have won the 'Shopper of the Week Award.' You will receive to shop in the Toy 'n' Sweet Shop. (Amount depends on level of child.) Decide what you would like to buy, figure out how much you have spent, tell what coins you would use to pay for what you bought, and tell how much you will have left." (Price toys according to level of child.)

Extension:
1. Ask child to name coin combinations for the cost of each toy or sweet.
2. Let child play part of storekeeper and make change.

Source: Unknown



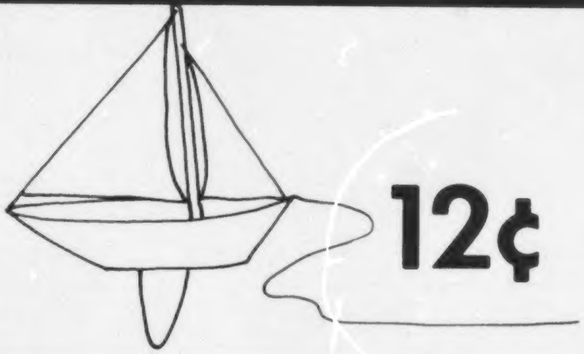
Skill: Using Money

Materials: Play or real coins, game cards

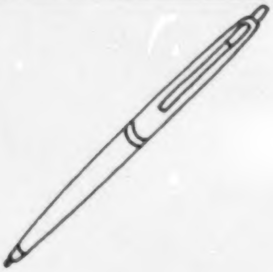
Procedure: This game may be used several ways:

1. The child places cards face down on a table. As he picks a card, he must pay the storekeeper the amount that the item costs.
2. Cards are placed face up and the child chooses what he wants to "buy" and pays the storekeeper.
3. Cards are shuffled and dealt to players. Each takes a turn being storekeeper as the other player pays for items he has been dealt.
4. Players are given a set amount of money and must choose cards having items he can buy and tell how much change (if any) he should receive.

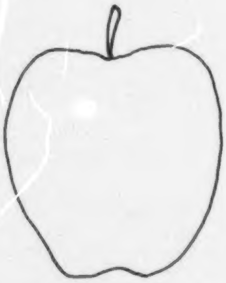
Source: Teacher-made



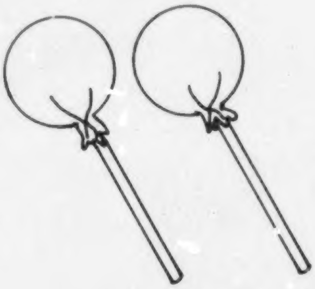
12¢



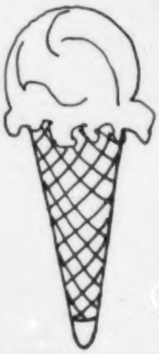
17¢



5¢



22¢



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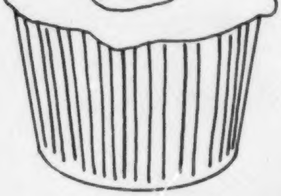
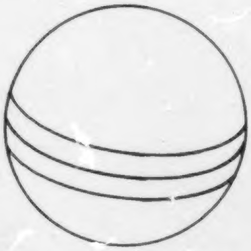
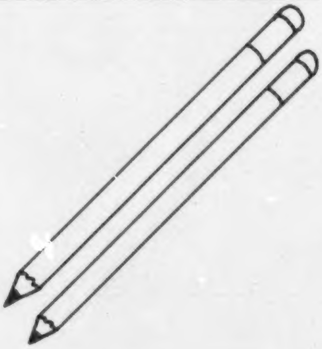


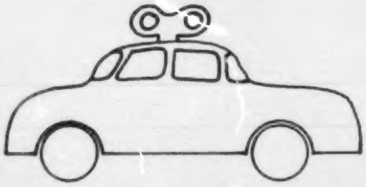
7¢



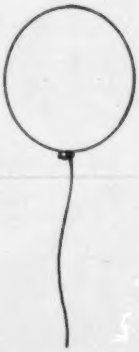
20¢



8¢



18¢



9¢

Skill: Using Money

Materials: Newspapers, magazines, catalogs

Procedure: Tell your child he will have ten dollars, or whatever amount you agree upon, to "spend" on Christmas presents. They may also "buy" something for themselves. Newspapers, magazines, advertisements, and catalogs are used for "shopping." Students list their "purchases" and total the amounts to come as close to the allotted budget as possible. When "shopping" has been completed, have your child write to tell how they used their money and for whom the purchases were intended.

Source: Unknown

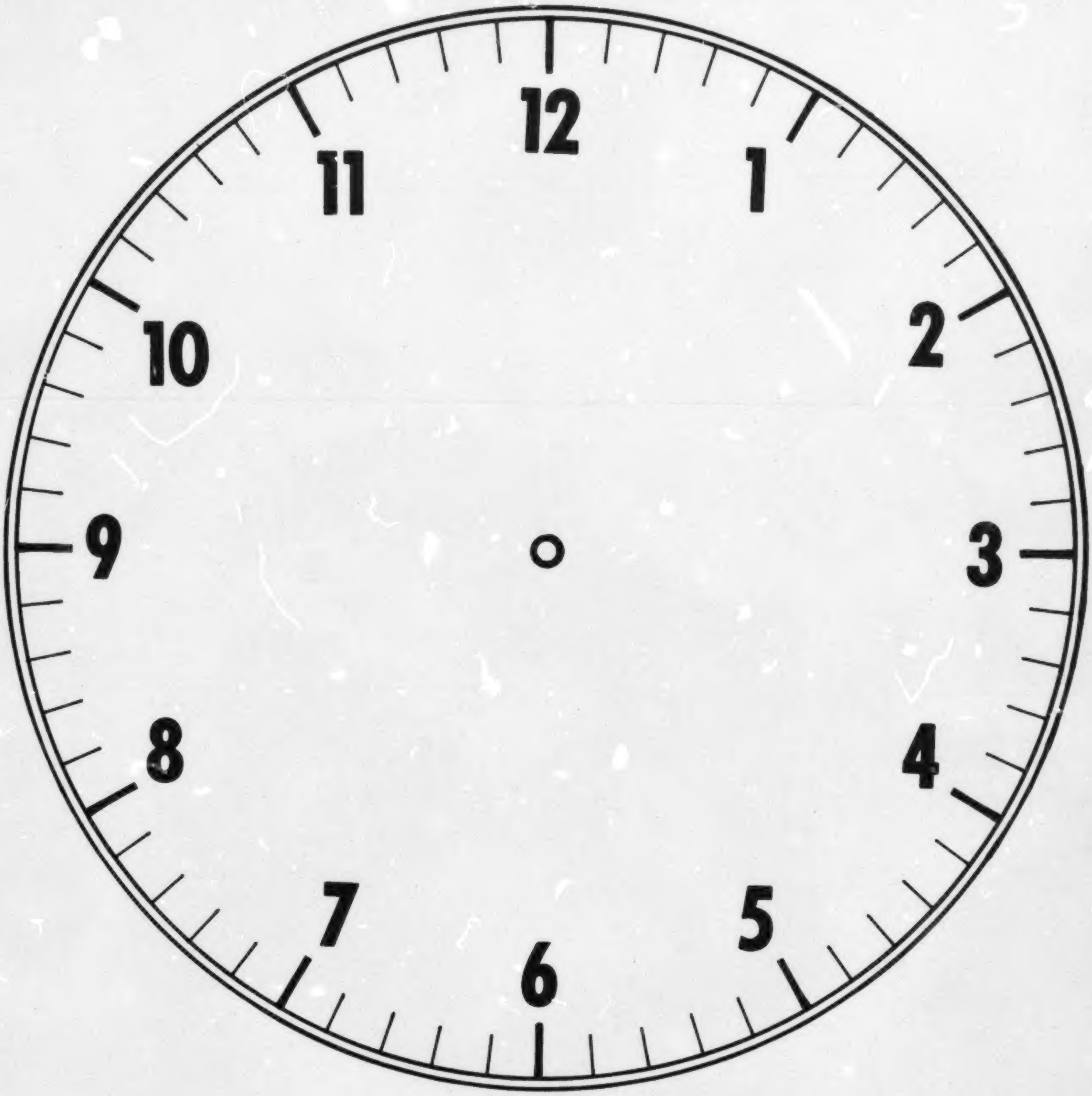
Skills: Telling Time on the Hour
Reinforcing Concepts of Morning, Afternoon, and Night

Materials: Clock without hands (on transparency or laminated), water-soluble pen, wet sponge or paper towel

Procedure: Call out to child different hours of the day and night for child to put the long hand and the short hand on the clock in the correct way. You might say, "It is eight o'clock in the morning." Then, "It is four o'clock in the afternoon." Then, "It is eight o'clock at night." Calling out the time in this way will not only help child to tell time on the hour, but will also help child with concept of morning, afternoon, and night (evening) as well. This will help child to see that the hands on the clock for eight o'clock in the morning are at the same place on the clock for eight o'clock in the night or evening.

Variation: Materials and procedure can be used later for telling time on the half hour, quarter hour, and minute.

Source: Teacher-made



Skill: Telling Time on the Hour

Materials: Clock with movable hands

Procedure: Stress throughout: the long hand points to 12 on the hour and says "o'clock." The short hand points to the number that tells which hour.

Take turns with child setting the clock for specific hours or let child set the clock as parent calls out the hours.

Most important: At first, relate the hour to a time that is familiar to him/her—where an association can easily be made. For example (be sure to give time on the hour for now):

What time do you get up in the morning?

What time do you eat breakfast?

What time do you leave for school?

What time do you get out of school?

What time do you eat lunch?

What time does your favorite TV program come on?

What time does your daddy come home?

What time do you eat dinner?

What time do you go to bed?

Etc.

Source: Teacher-made

Skill: Telling Time

Materials: Newspaper

Procedure: Do as many of these activities as your child is capable of doing.

1. (Dates) Find the date of the issue and locate it on a calendar. Go through the paper and find at least five other dates. Locate them on a calendar.
2. (A.M., P.M.) Discuss the difference between A.M. and P.M. Find at least five times for A.M. and five for P.M. Write them down.
3. (Clocks) Find at least five different times for store openings and movie showings. Trace five circles (from a cup) and draw in the clock face and hands to show each time found.
4. List the ages of people in the obituary. Use subtraction to find the years they were born. List the ages and birth years in order, from oldest to youngest.
5. (Hours, Half Hours) Plan a night's TV viewing, using the TV listings. List the shows watched each night for three nights, along with their time. Total the number of hours spent watching TV for each night, then for all three nights.
6. (Years) In the classified adds, find used cars for sale. Figure out how old each car is.

Extension: The above activities can be extended in these ways:

For number 3, compute how many hours each store is open.

For number 4, find the average age. Put ages into spans (0-20, 21-40, 41-60, 60 and over) and graph.

For number 5, find the average daily number of hours of TV viewing (over a one-week period).

For number 6, find the average age of the cars for sale.

Source: Teacher-made

Skill: Telling Time on the Hour

Materials: Four different cards with clocks showing time on the hour, set of cards for calling out the time; markers (beans, bottle caps, etc., to cover the clocks as they are called out)

Procedure: Clock'o (similar to Bingo)

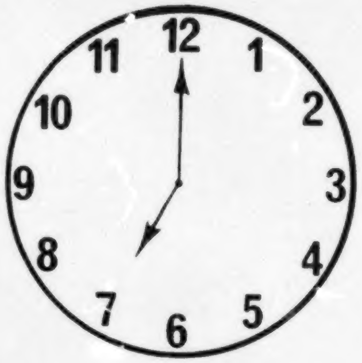
Two (2) to four (4) players

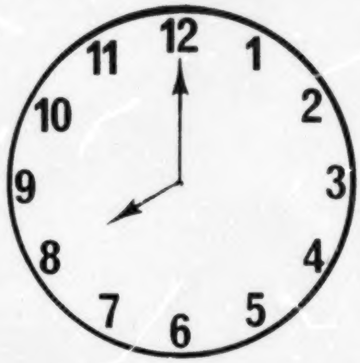
Each player has a card with clocks showing time on the hour. One player mixes the cards with the time and calls them out one at a time. As the time is called out, each player checks his/her card to see if he/she has a clock showing the time that is called out. If he/she does, then he/she places a marker on that clock on his/her card. When a player has three faces across, three faces down, three faces diagonally, or the four corner faces covered, then he says "Clock'o" and wins the game.

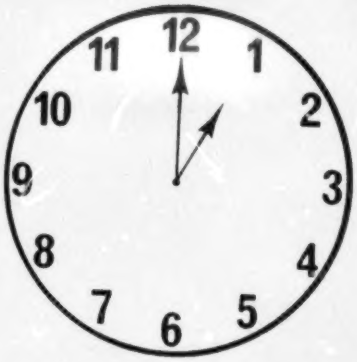
Source: Teacher-made

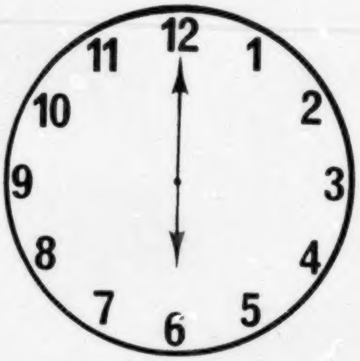
Example: One card needed for each time

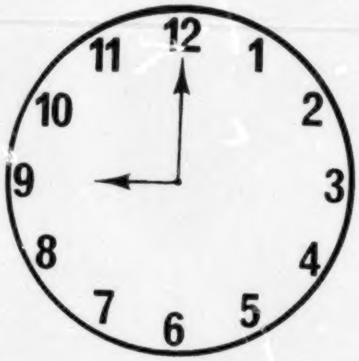
1:00

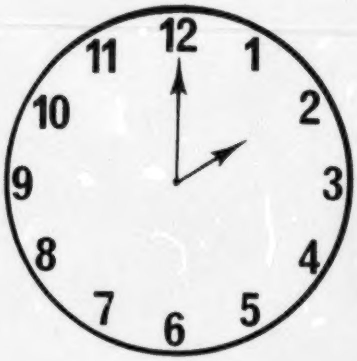


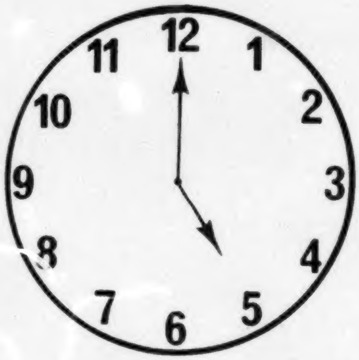


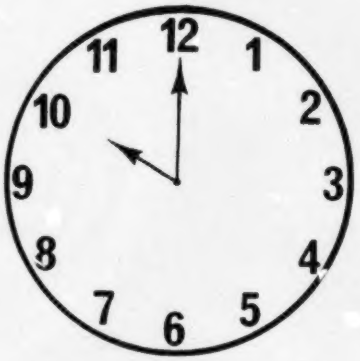


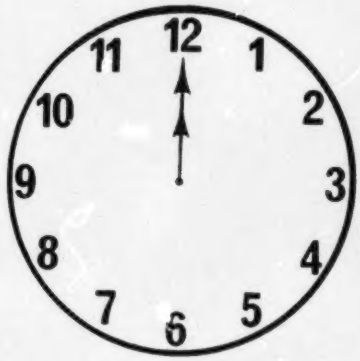


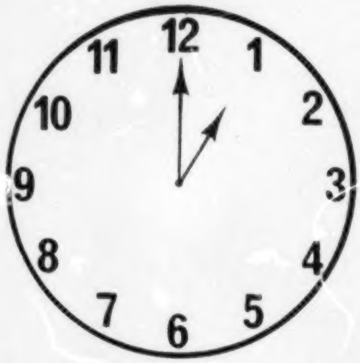


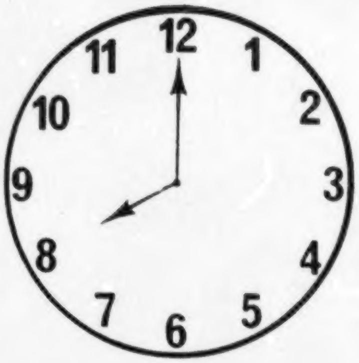


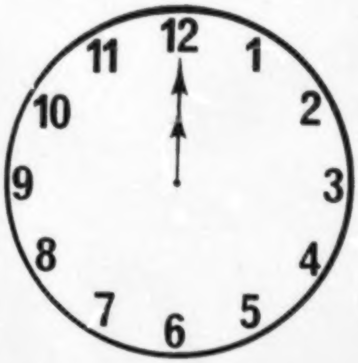


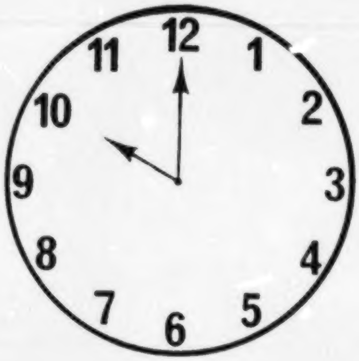


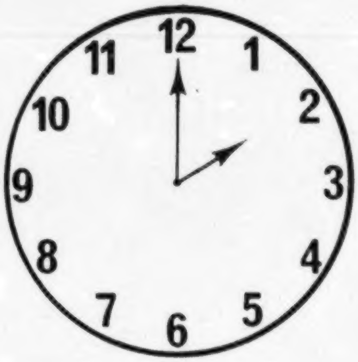


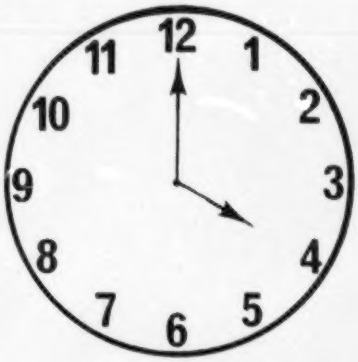


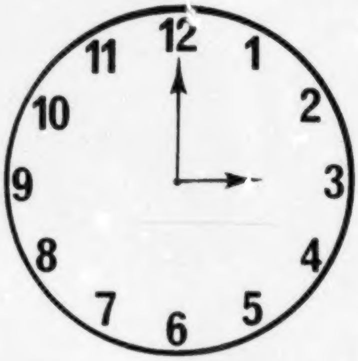


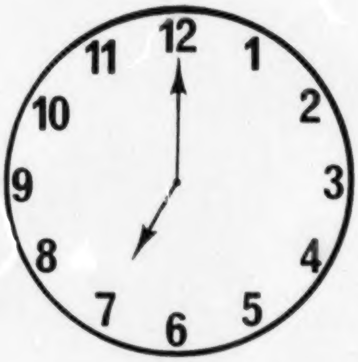


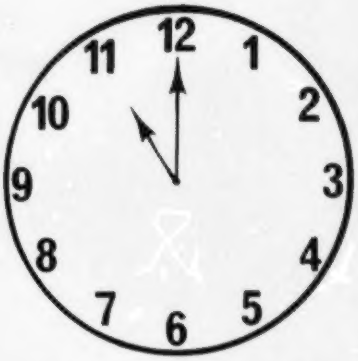


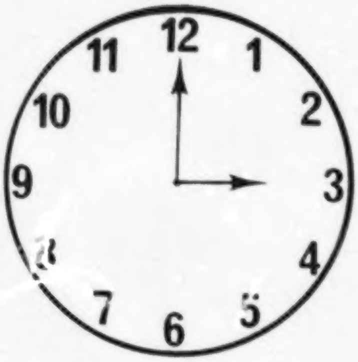








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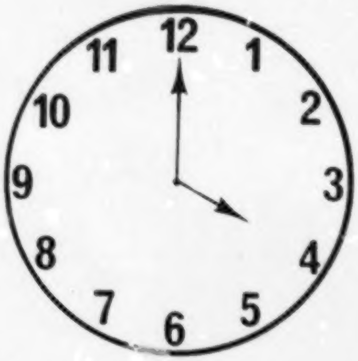
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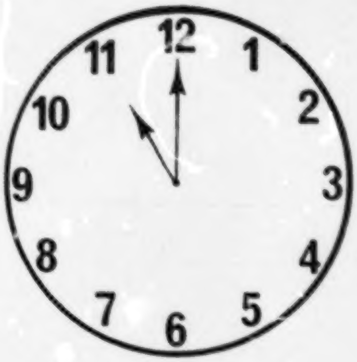
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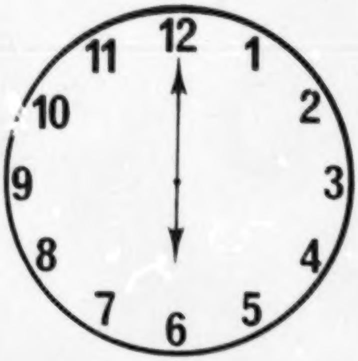
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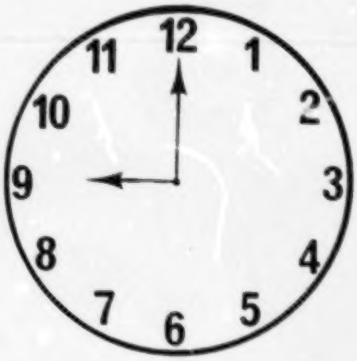
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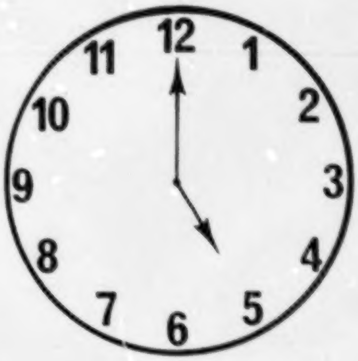
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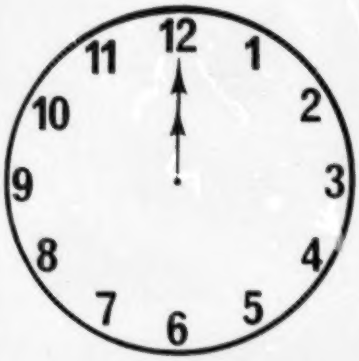
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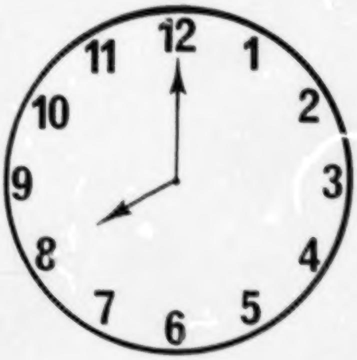
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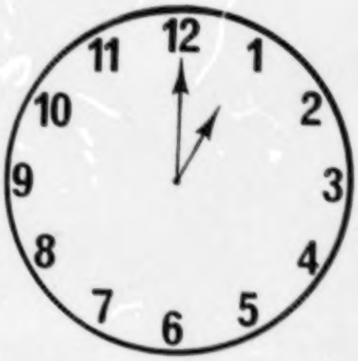
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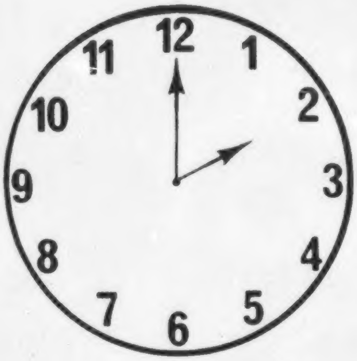
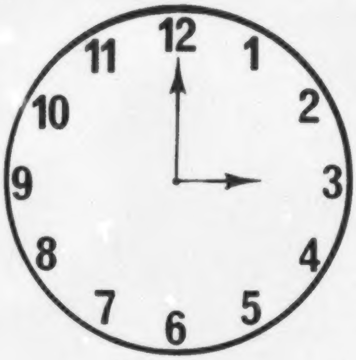
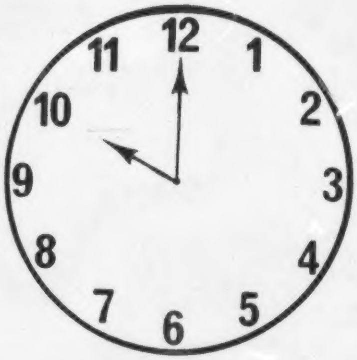
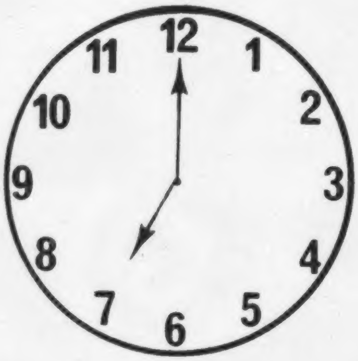
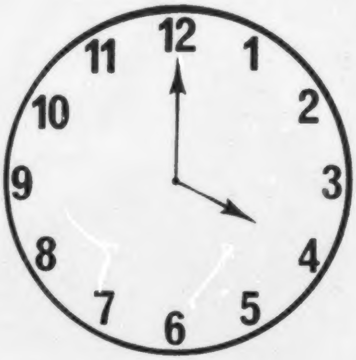
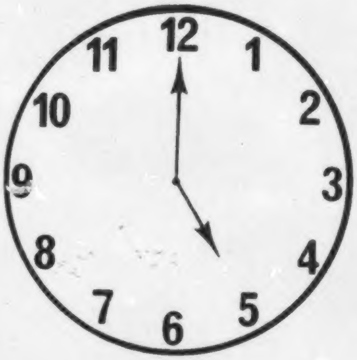


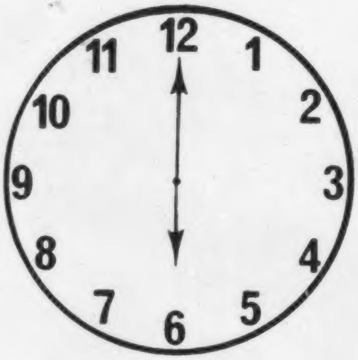


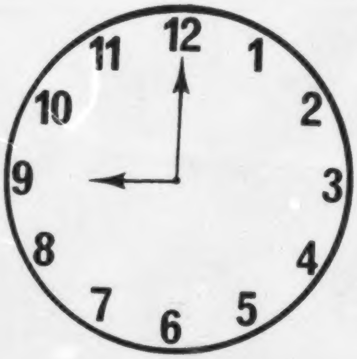


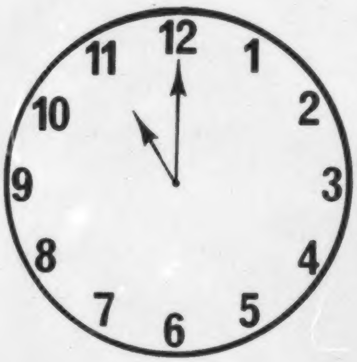










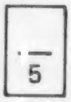


Skills: Identifying and Writing Fractions
Smaller and Larger Fractions

Materials: Ten (10) paper or styrofoam cups filled with soil; bean seeds or other seeds that come up quickly when planted; card taped to the front of each cup

1. Have child plant from 2 to 6 seeds in each cup (at least two cups for each amount).

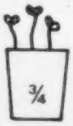
2. Write the number of seeds planted in each cup on the card in this manner.

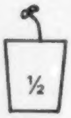


Explain to child that the total number of parts in the whole is written on the bottom of the fraction. Older children can learn this as the denominator.

3. Put the cups in sunlight, and water when needed.

4. After the plants come up, complete the fraction written on each cup by writing the number of seeds that come up on the top of the fraction.





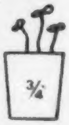
Explain that the written fraction now tells what part of the seeds came up and how many were planted to begin with.

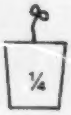
5. Help child to read and say the fraction for each cup.

Extension:

1. Look for other things in the house, such as the number of chairs at the table, eggs in a carton, pieces of cake or pie. Practice writing these as fractions, with the number of parts on the bottom and the number used, eaten, etc., on top.

2. Put the cups side by side which have the same number of seeds planted. Make comparisons after the plants have come up.





¾ is greater than ¼

Source: Teacher-made

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	7 x 2						
	3 x 4	7 x 7	8 x 2	6 x 4	7 x 8	2 x 9	6 x 2
							5 x 7
	9 x 4	7 x 5	4 x 6	1 x 5	9 x 8	1 x 9	2 x 3
	3 x 8						
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							2 x 6
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	9 x 5						
	1 x 6	7 x 9	7 x 1	4 x 3	5 x 5	4 x 7	8 x 1
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							4 x 1
	6 x 7	8 x 5	1 x 7	6 x 8	9 x 7	1 x 8	3 x 2
	2 x 8						
	5 x 2	FINISH					

APPENDIX

Evaluation Form

Resource Books

Activity Evaluation for PALS

Name of Activity (Skill)____________________________________

Age of Child_____

	Circle One	
1. Did your child like this activity?	Yes	No
2. Did you enjoy working on this activity with your child?	Yes	No
3. Did your child use this activity more than once?	Yes	No
4. Do you feel like your child learned something from this activity?	Yes	No

5. How much time did you and your child spend together on this activity? About ____ minutes

Please help by giving suggestions for making this activity more helpful for you and your child.

Suggestions:____

____

____

bird
PALS
PALS

* Remember to return this form to your child's teacher. Thank you!

Reading Resources

The Center for Applied Research in Education, Inc. 521 Fifth Avenue New York, New York 10017	*Classroom Reading Games Activity Kit*
Public Schools District Chatanooga, Tennessee	*Parent-Child Activity Cards*
11 Half Lane Darian, Connecticut 06820	*Early Years* (magazine)
East Educational Services Co. P. O. Box 21024 Columbia, South Carolina 29221	*Spelling Magic* *Kids' Stuff Reading and Spelling Primary Level*
Educational Services Inc. P. O. Box 219 Stevensville, Michigan 49127	*The Spice Series*
Encyclopedia Brittanica Education Corp. 116 S. Minor Street Kershaw, South Carolina 29067	*Pre-Reading Skills Program* *Language Experience in Early Childhood*
Frank Shafer Publishing Co. 26616 Indian Peak Road Dept. S. Palos Verdes Peninsula, California 90274	*Reading Comprehension* *Antonym, Synonym, Homonym Gameboards* *Ye Old Math*
Harcourt, Brace and Jovanovich, Inc. P. O. Box 4413 Columbia, South Carolina 29204	*Sun Up*
Houghton, Mifflin Co. 1720 Providence Street Columbia, South Carolina 29204	*Getting a Head Start*
P. O. Box 6099 Duluth, Minnesota 55806	*Instructor* (magazine)
Instructor Publications, Inc. Dansville, New York	
Parents as Resource Project 464 Central Northfield, Illinois 60093	*I Saw a Purple Cow*
Prentice-Hall Learning Systems, Inc. 5925 Peachtree Industrial Boulevard Chamblee, Georgia 30041	*Gameboards* *Dice-A-Matics Primary* *Dot to Dot* *More Fun and Games with Primary Mathematics*

Scott, Foresman and Co. 1955 Montreal Road Tucker, Georgia 30084	*Mathematics Around Us*
265 Mason Street Greenwich, Connecticut 06830	*Teacher* (magazine)
Webster Division McGraw-Hill Book Co. 5925 Peachtree Industrial Boulevard Chamblee, Georgia 30341	*Prescription Reading Inventory*
Zaner-Bloser Co. 612 Park Street Columbus, Ohio 42315	*Creative Growth with Handwriting Readiness* *Creative Math Experiences for the Young Child*

Math Commercial Resources

Addison-Wesley Publishing Co., Inc. 724 Chadford Road Irmo, South Carolina 29063	*Mathematics Their Way*
1906 Association Drive Reston, Virginia 22091	*Arithmetic Teacher* (magazine)
Continental Press Elizabethtown, Pennsylvania 17022	
11 Half Lane Darian, Connecticut 16820	*Early Years* (magazine)
Economy Company P. O. Box 25308 Oklahoma City, Oklahoma 73125	*Parent Activities*
Educational Insights Carson, California 90749	*Unique Math Games*
Educational Services Inc. P. O. Box 219 Stevensville, Michigan 49127	*The Spice Series*
Encyclopedia Britannica Educational Corp. Suite 214 6303 Barfield Road Atlanta, Georgia 30320	*Language Experiences in Early Childhood* *Activities for Teaching Metric Measurement*
Harcourt, Brace and Jovanovich, Inc. P. O. Box 4413 Columbia, South Carolina 29204	*Growth in Mathematics*
D. C. Heath and Co. 10 Northside Square 1465 Northside Drive, N. W. Atlanta, Georgia 30329	*Basic Worksheet* *Supplemental Worksheet*
Holt, Rinehart and Winston, Inc. 5925 Peachtree Industrial Boulevard Chamblee, Georgia 39341	*Tape Masters 3*
Houghton, Mifflin Co. 1720 Providence Street Columbia, South Carolina 29204	*Modern School Math: Structure and Use*
P. O. Box 6099 Duluth, Minnesota 55806	*Instructor* (magazine)

Kids' Stuff East Educational Services Co. P. O. Box 21024 Columbia, South Carolina 29221	*More Center Stuff*
Education Today Co., Inc. 530 University Avenue Palo Alto, California 94301	*Learning* (magazine)
Macmillan Publishing Co. 6755 Jimmy Carter Boulevard Norcross, Georgia 30071	*Patterns*
National Textbook Co. 8259 Niles Center Road Skokie, Wisconsin 60076	*Let's Play Games in Mathematics*